BULLETIN

OF

THE UNIVERSITY OF TEXAS

ISSUED FOUR TIMES A MONTH

The University of Texas Record

Volume XI, Number 5

March 15, 1913

[With this number the Record will cease to be published. See p. 571.]

PUBLISHED BY THE UNIVERSITY OF TEXAS
AUSTIN, TEXAS

Entered as second-class mail matter at the postoffice at Austin, Texas

Cultivated mind is the guardian genius of democracy. . . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

President Mirabeau B. Lamar.

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

President Sam Houston.

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No. 242. (arbitrarily numbered.)

THE UNIVERSITY OF TEXAS RECORD

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THE UNIVERSITY OF TEXAS RECORD

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SYLVESTER PRIMER, 1842-1912

Sylvester Primer was born at Geneva, Wisconsin, Dec. 14, 1842, son of Archibald and Eleanor (Jacoby) Primer. In his ninth year, his parents removed to western New York, where he attended the public school. In 1865 he entered Leroy Academy, where he remained for three years, during two of which he taught while continuing his studies. He then went to Phillips Exeter Academy to prepare for Harvard. In 1871 he entered the sophomore class of Harvard University, graduating in 1874 with Phi Beta Kappa. He then went to Europe, and attended first the University of Leipzig, studying under Professor Roscher and others. In the spring of 1875 he attended the University of Göttingen one semester, studying under Professors Mueller, Waitz and others. In the fall of 1875 he moved to Strassburg to be under the instruction of Professors Ten Brink, Martin, Scherer, and Huebschmann. Later, he studied under Professors Eric Schmidt and Boehme. Here he began his real philological studies and continued them for five years. During this time he was compelled to earn money to pay expenses. At first, he coached students in English and other subjects; frequently he coached *gymnasiasten;* and in this way earned enough to live upon. Later, he secured a position in a private school, where he taught English, Latin, and French. This delayed his studies to such an extent that it took him six years to complete his course. In 1881 he took the degree of Doctor of Philosophy.

He then returned to America and secured a position as Professor of Modern Languages in the College of Charleston, S. C. Here he worked eight years, but seeing no chance for advancement, accepted a position as teacher of modern languages in the Friends' School, Providence, R. I. At the end of the first year he received a call to be Professor of Modern Languages in the College of Colorado, at Colorado Springs. After one year here, in 1891, he was called to the chair of Germanic Languages in the University of Texas. He

was also put in charge of the School of Romance Languages and labored eight years for the upbuilding of these two schools. Since that time he has devoted his whole energy for the advancement of the School of Germanic Languages.

In 1895 he married Miss M. L. Muckenfuss of Charleston, S. C., and leaves one son, Benjamin. Dr. Primer died August 13, 1912.

Professor Primer was a member of the Texas Academy of Science, the Texas State Historical Association, the Modern Language Association of America, the American Dialect Society, and the National Geographic Society.

He edited Lessing's *Minna von Barnhelm,* Lessing's *Nathan, der Weise,* Goethe's *Egmont,* Chamisso's *Peter Schlemihl,* Don Antonio Gil y Zarate's *Guzman El Bueno.* He was a frequent contributor to philological journals. At the time of his death he was preparing a history of the German novel and a German syntax, style, and prose composition.

Dr. Primer founded a German seminary in which German plays were represented annually at his own home. Later, there were public representations, not only at the University, but in various German communities. Out of this was developed the "Germania," which has taken charge of the plays. In this way they have had a continuous life for twenty years.

ACTION OF THE FACULTY

The Faculty of the University of Texas wishes to record its deep sense of loss in the death of Sylvester Primer, Professor of Germanic Languages, on the morning of August 13, 1912.

While in his teens, Mr. Primer entered the Union Army, and served throughout the Civil War. This fact, however, never made him the less welcome in the South when, later in life, he made his home here.

The war over, he entered Harvard University, from which he received the B. A. degree, with Phi Beta Kappa honors, in 1874. After several years of study in Germany in 1880, he received the degree of Doctor of Philosophy from the University of Strassburg.

After having taught for a number of years in the College of Charleston and in Colorado College, he came to the University of

Texas. From September 1881, to August, 1912, he served this University with rare faithfulness, and was successively Adjunct Professor and Associate Professor in charge, first, of Modern Languages, and later, on the subdivision of this school, of Germanic Languages; and, later still, he was made Professor of Germanic Languages. He was an able scholar, and was the editor of several works, in German and in Spanish, one of which, Lessing's *Minna von Barnhelm*, competent critics declared to be the best edition that had ever been published of that often edited masterpiece.

An ardent lover of books, he had collected a private library of unusual variety and solidity.

Despite his unquestioned ability as a scholar, Professor Primer was one of the most modest of men. Above all, he was a devoted follower of the Christ, giving liberally of time and of means to many benevolent enterprises.

For the last twelve years of his life, he was the diligent and beloved Superintendent of the Sunday School of the First Methodist Church, Austin.

The Committee recommends, further:

1. That this memorandum be recorded in the Minutes of the General Faculty; that a copy thereof be sent the widow of Professor Primer; and that copies be given to the press of the State.

2. That a Committee be appointed to arrange for a memorial service to be held during the present session.

FREDERIC W. SIMONDS,
W. E. METZENTHIN,
MORGAN CALLAWAY, JR.,
Committee.

JOHN WILLIAM MALLET

BY PROFESSOR H. W. HARPER

John William Mallet, B. A., Ph. D., M. D., LL. D., F. C. S., F. R. S., lately Emeritus Professor of Chemistry in the University of Virginia; formerly Professor of Chemistry and Chairman of the Faculty in the University of Texas.

The death of Professor John William Mallet, at the University of Virginia, November 7, 1912, removes from this life a really great man—the last but one of that notable body of men who were chosen to constitute the original faculty of the University of Texas.

Accompanying this note is an authentic abstract, published in the *Virginian-Pilot and the Norfolk Landmark,* November 17, 1912, of the activities that marked the career of this eminent scholar, great teacher, brilliant investigator, splendid organizer and administrator; one of the most distinguished of the great chemists of the century, and one of the truest and noblest of men.

After fifty-nine years of service to the people of the South this noble man, in closing an article on the "Work of the Ordnance Bureau of the War Department of the Confederate States, 1861-1865," says:

"What are one's feelings now in recalling these long bygone days of the Civil War?—days of such activity and physical and mental strain, of poor and insufficient food, discomfort, fatigue, turmoil and danger, but of youth and hope, and the infectious ardor of spirit caught from a whole people united as brothers in a common cause. As one's mood changes from day to day, that far distant past, with its great events of one's own little insignificant part, seems sometimes a mere unsubstantial dream of that which never could have had real existence, and sometimes the most real, almost the *only* real part of one's life, the part most thoroughly worth living, and in comparison with which all that went before and all that has come since appears but petty and of small account."

Indeed, a noble sentiment from the lofty mind of one who, as one of his intimate colleagues truly said, "never strove for place or power, but, in all positions and under all circumstances, quietly and simply did his duty to the best of his very superior ability, with

absolute integrity and no thought of self, but kind consideration for others."

"As a lecturer he was most systematic, concise and deliberate, sparing no pains to present every thought and illustration with decisive clearness. His lectures made an indelible impression upon the teachable students.

"Long is the roll of those who will ever recall with thankfulness the privilege of sitting under his teaching, realizing that they were obtaining some insight into the wonders of nature from a master mind and master worker; many, too, there receiving an inspiration which in after years led to vigorous research and confident initiative in the pursuit of their profession.

"Dr. Mallet published in all over 110 papers upon unfamiliar chemical compounds, peculiar minerals, chemical and physical phenomena, meteoric stones and irons, volcanic dust and a number relating to the chemistry of medicine."*

At the ripe age of eighty our beloved master fell asleep. A life full of years and full of honors devoted to science and to his fellow-men is closed, and today, throughout the South, thousands of our people are saddened and deeply bereaved because of our great loss.

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*F. P. Dunnington, *American Chemical Journal*, Vol. 49, pp. 71-72, January, 1913.

PROFESSOR JOHN WILLIAM MALLET

(From the *Virginian-Pilot and Norfolk Landmark*)

John W. Mallet, who died after a very brief illness at his home at the University of Virginia on November 7, 1912, was the son of Robert Mallet and Cordelia Watson, and was born October 10, 1832, at the paternal residence, Drumcondra House, in the northern suburbs of Dublin, Ireland. He was the eldest of six children—three boys and three girls. His father, a distinguished scientist and a Fellow of the Royal Society, was, by profession, a civil engineer.

He was taught as a child by his mother, and at the age of nine years was sent to the school of Rev. J. P. Sargent, of whose enthusiasm for knowledge, especially in the classics, he spoke with affectionate and grateful remembrance. Here he also heard weekly lectures on physics and chemistry from a Mr. Lever, a brother of the writer of Irish songs.

As a boy he did a large amount of miscellaneous reading, unguided by any one, among the books of his father's fairly good collection. He stated that of more permanent influence than any other books were a great many of the early handbooks of chemistry, the works of Black, Fourcroy, Vauquelin, Davy, Henry, Thomson, etc. To use his own language: "These left the impression which 'developed' like a photographic plate in later years, that in teaching a science one should always have in mind the steps by which mankind at large has gradually advanced in knowledge, and should carry the pupil, not formally, but unconsciously, over pretty much the same ground. Reading all of the volumes of Thomson's *Annals of Philosophy* was serviceable in early starting the idea that our knowledge of nature is not complete and embodied in text-books, but that it rests on observation and experiment, is constantly growing and is always subject to modification and correction." How these observations come like an echo from his class-room to the many students who, with rapt attention, reverently listened to the words of wisdom that fell from the lips of their honored teacher!

In the winter of 1848-9 he attended a course of lectures on chemistry by Dr. James Apjohn at the Royal College of Surgeons

of Ireland, and later had the benefit of private practical instruction in his laboratory attached to that institution. He was but following the natural inclinations of his tastes, which from childhood had led him to make experiments in his father's laboratory. Recognizing his son's talents, his father about this time availed himself of his assistance in making original investigations of earthquake phenomena and also in the preparation of his Earthquake Catalogue (covering the period from B. C. 1606 to A. D. 1842) of the British Association published in the association's reports for 1852-3-4. The whole of the manuscript of this catalogue in tabular form, making 597 printed pages, was prepared by him and he said that the large amount of reading required in the collection of information from numerous works and periodicals in different public libraries was in itself a valuable bit of education.

In 1849 he entered Trinity College, later the University of Dublin, went through the undergraduate course and graduated in 1853 as Bachelor of Arts, being First Senior Moderator and Gold Medallist in Experimental Physics for the year.

In the meantime, the spring of 1851, he went to Goettingen and studied in the University laboratory under Woehler. He returned to Dublin in the autumn for undergraduate studies there, went back in the following spring to Goettingen, and that summer (1853) received the degree of Doctor of Philosophy. In the summer of that year he made a pedestrian trip through the mining district of the Hartz Mountains in German student fashion with knapsack and staff, in company with two Americans, William S. Clark, afterwards professor in Amherst College and President of Massachusetts Agricultural College, and N. S. Manross, afterwards an explorer of the gold regions of the Orinoco. With these companions and furnished with letters of introduction from his teacher, Woehler, he visited Berlin and had the privilege of interviews with Baron Alexander von Humboldt and other prominent men of science. He also traveled through Germany, Bohemia, Italy, Belgium and Holland, and visited Paris.

In July, 1853, he came to the United States, primarily to collect information for his father as to the then much-talked-of Ericsson "caloric engine," and with no expectation of remaining in this country, but through his association with his fellow student, W. S. Clark, was asked to give instruction in French and German at

Amherst College, and in 1854 was made professor of analytical chemistry. During the same year he was appointed chemist to the geological survey of Alabama, with headquarters at the State University at Tuscaloosa, in which institution he was also soon elected to the chair of chemistry. He attended various scientific gatherings, and in the summer of 1857, on his wedding trip, went to Europe, visiting France, England, and Dublin, where he attended the meeting of the British Association for the Advancement of Science, and, among other distinguished men, met Dr. David Livingston, the famed explorer and missionary.

In 1860 he was invited to join the faculty of the Medical College of Alabama, and went to Europe to purchase the chemical apparatus and materials for the college. At the same time he was retained on the faculty of the University of Alabama and gave lectures to its students.

In the summer of 1861 he came to Virginia to visit his friend, Colonel R. E. Rhodes, then in command of the Fifth Alabama regiment of the Confederate army, arriving a few days after the first battle of Manassas or Bull Run; and in going over the battlefield he saw abundant traces of the fight, especially about the Henry House, and where the pressure had been heaviest upon Bee's and Bartow's troops.

In the autumn of 1861, though still a British subject, he joined as private a troop of cavalry, which was being organized in Tuscaloosa, but before being mustered into service he was appointed by his friend, General Rhodes, recently made brigadier, to the position of aide-de-camp on his staff and was commissioned for that duty as first lieutenant. He joined this brigade, then composed of the Fifth, Sixth and Twelfth Alabama, and Twelfth Mississippi infantry, and Carter's battery of Virginia artillery at Davis' Ford on Bull Run, where huts were constructed for winter quarters.

In the spring of 1862 he visited the City of Richmond and met President Davis, General R. E. Lee, and General Gorgas, chief of the ordnance department of the Confederate States. General Gorgas being in need of some one to take general charge of the production of ammunition, both for small arms and artillery, he was transferred to this duty as superintendent of Confederate States Ordnance Laboratories, with the rank of captain of artillery. His commission was dated May 21, 1862, though he remained with

General Rhodes for a while and took part in the battle of Seven Pines, where the brigade lost very heavily in the successful attack on the enemy's left, his resignation from the brigade being dated on the day of the battle. Soon afterwards he was sent upon a tour of inspection of all the various arsenals and ordnance depots in the Southern States to confer with the officers in charge as to the distribution of work, evolution of order and uniformity out of a state of things not far removed from chaos, and the collection of facts for a general report made to the chief of ordnance on his return to Richmond.

In this report he recommended, among other things, that while keeping up a general supervision of the various improvised establishments in which ordance supplies were then being manufactured, a commencement should at once be made of a central ordnance laboratory, destined to remain the chief seat of production after the attainment of peace and the independence of the Confederate States, as then hoped for. This recommendation was approved, as was also the suggestion of Macon, Ga., as on the whole the most desirable point at which to found the permanent works. Headquarters were established at Macon, and a tract of about 150 acres was purchased for the government, detailed plans for the building were prepared, a branch track was graded to connect with the Macon and Western Railroad, a large brickyard was prepared and bricks burned, and before the war ended the principal front line of buildings, about 1,200 feet long, had been practically completed and was nearly ready for the engines and ordnance machinery which had been ordered in England and had in large measure gotten as far as Bermuda to be "run" through the blockade.

In addition to this work, general orders from Richmond required him to visit every month, or as nearly so as possible, the headquarters of each of the principal armies in the field and each of the principal fortified ports, for conference with other ordnance officers, so that he had to do much traveling and to keep up a laborious correspondence. Tests had to be made of special ordnance products, and experiments from time to time made with materials which had to be resorted to as substitutes for others which could not be obtained. During one of several visits to Charleston, during the siege of 1863, he received a slight wound at Battery Wagner from

a splinter from a heavy gun carriage knocked to pieces by a shell. He spent several nights in Fort Sumter and Battery Wagner during the height of the bombardment.

Each of the three independent ordnance establishments in Macon: the temporary arsenal, the Army, and the Central Laboratory had organized a company of infantry from the men detailed for field service, and these formed a battalion of which he had command. This battalion was called out for field service on three occasions—first in July, 1864, when Stoneman with about 1,800 cavalry made his raid upon Macon, aiming at the destruction of the ordnance establishments there and the release of the Federal prisoners at Andersonville, in which he was repulsed; secondly, when Sherman began his "March to the Sea," and before it became evident that his destination was Savannah; and, lastly, in April, 1865, when General Wilson with his 5,000 or 6,000 picked cavalry came down through Alabama, fought with Forrest at Selma and turned eastward against Montgomery, Columbus, and Macon. He was promoted to major June 28, 1863, and to lieutenant colonel of artillery February 29, 1864. General Wilson's advance upon Macon was made at the very close of the war. Preparations were made to defend the place, and the small available force, including the ordnance battalion, was drawn up behind the entrenchments on the day when the enemy was expected to arrive, but a joint telegram from Generals Johnston and Sherman in North Carolina (the surrender of General Lee's army had already taken place) was received, addressed to the officers in Georgia in command of Federal and Confederate forces, ordering an immediate cessation of hostilities.

This telegram was sent out by flag of truce to meet the head of Wilson's column, but only reached General Wilson himself and did not cause a halt until after the head of the column had barely penetrated the Confederate lines, the men in which were with difficulty restrained from using their rifles.

After it was definitely learned that the Confederacy had fallen, he set out with a friend, Captain Little, to ride through the woods of Western Georgia and Eastern Alabama to rejoin his wife and children at Tuscaloosa, the trip taking twelve or fourteen days through a region almost destitute of food for man or beast.

In 1865 he was elected to the chair of chemistry of the University of Louisiana, at New Orleans, which he held for three years. In

the fall of 1867 he was offered a professorship in the University of Virginia, which he accepted on condition that his duties should not begin until the following spring, as the position in New Orleans could not be abruptly given up. The professorship entered upon at the University of Virginia was a new one, intended to cover the teaching of industrial or applied chemistry and charge of practical laboratory work, the lectures on general chemistry being given, both to academic and medical students, by Dr. Socrates Maupin.

During the spring of 1868 Dr. Mallet visited the university and delivered an introductory course of lectures and made arrangements with the board of visitors to put up at once a new laboratory building and to equip it for work. During the summer vacation he did much work in correspondence as to plans for the new building and especially with Europe as to collections to illustrate lectures, believed to have been the first in the United States, forming a systematic course in industrial chemistry.

In the fall of 1871 Dr. Maupin was thrown from his carriage, suffered concussion of the brain and died in a few hours, and at the end of that session Dr. Mallet was chosen professor of general and industrial chemistry.

In 1876 he served as one of the judges in the department of chemical manufacture at the Centennial International Exposition at Philadelphia, and in the autumn he attended the inauguration of the new Johns Hopkins University in Baltimore and heard the introductory address by Huxley, whom he met.

In 1878, by invitation of President Gilman, he gave two courses of twenty lectures each at Johns Hopkins University.

In the same year he was appointed by the President one of the commissioners of the United States to the International Exhibition in Paris that year, but some one informed the Secretary of State, Mr. W. M. Evarts, that he was an unnaturalized foreigner and objected to the appointment on that ground. Mr. Evarts inquired in a very courteous letter if this were a fact, and being told that it was, expressed his regret that he must cancel the appointment.

In 1883 he accepted the chair of chemistry and the position of chairman of the faculty in the University of Texas. One of the strongest inducements to accept this position was the hope that his eldest son, John Ormond, who had tubercular disease of the lungs,

and had gone to Colorado and later to California, would be benefited by the dry climate of Austin, the seat of the university, coupled with family care for his comfort, instead of his living as he had been doing, alone among strangers in remote parts of the country. His hopes in this matter were not realized. In February, 1884, his son, John Ormond, died and he brought his remains to Virginia for interment in the university cemetery. In July, he returned to the University of Virginia to the chair of chemistry, which had not been filled, but was left open for him.

He had scarcely reached Virginia when he was invited to take the chair of chemistry in Jefferson Medical College in Philadelphia, lately made vacant by the death of Dr. Robert Rogers, formerly a member of the faculty of the University of Virginia.

There was no little difficulty in so soon arranging again to withdraw from the University of Virginia. The chief consideration in this case, as in that of going to Texas, was one of family feeling and affection. His wife's health, which had for years been precarious, had failed to a serious extent, and she brooded sadly over the death of her first-born. She seemed to be sinking into a condition of apathy and melancholy, from which there was hope of arousing her by a change to the new life in a city. She, with her daughter, went to New York for a few weeks, while he went to Philadelphia to begin work and to arrange for renting a house and getting it ready for its occupation. All his books, pictures and personal belongings had been consigned to a storage warehouse in Philadelphia to be kept. Orders had been given to insure immediately on receipt of the goods, which arrived on a Saturday morning. A postal card from the proprietor of the storage warehouse to an insurance agent in the city, ordering insurance, was mailed on Saturday, but too late to be delivered till Monday morning, while in the night between Saturday and Sunday the large warehouse took fire and was completely destroyed with its contents, valued at $800,000 or $900,000. With the exception of a few boxes whose contents were scorched and injured by water, all his property was lost, including many relics of earlier times and a very valuable scientific library, partly received from his father and partly accumulated by himself.

The winter in Philadelphia was a sad one, his wife's health becoming less and less satisfactory and his own health being bad. At the end of the session, finding the chair at the university still

open, though greatly disheartened, he decided to go there once more, and continued his work until June, 1908, when his resignation became effective.

He had, in the autumn of 1907, been offered a retiring allowance by the trustees of the Carnegie Fund for the Advancement of Teaching, which he accepted on the condition of first completing his work at the university. He continued to live in the old house belonging to the university, but paid rent for it.

To use his own language: "I have never become a naturalized citizen, but have always remained a British subject, valuing my birthright as such, and warmly attached to my native land."

Dr. Mallet was a recognized authority in all scientific matters, and especially in subjects relating to chemistry. His advice was largely sought and followed by those seeking information in the branches of study which he made a specialty. He was honored by many scientific bodies and institutions of learning, receiving the following degrees:

1853—A. B., Trinity College, Dublin.
1853—Ph. D., University of Goettingen.
1867—Fellow of the Royal Society of England.
1868—M. D., University of Louisiana, Tulane University.
1872—LL. D., William and Mary College, Virginia.
1872—LL. D., University of Mississippi.
1896—LL. D., Princeton University, New Jersey.
1902—LL. D., Johns Hopkins University, Baltimore, Md.
1906—LL. D., University of Pennsylvania.

A list of the professorships held by him, of temporary appointments on scientific bodies, of his services as expert witness and as analytic and consulting chemist, of his memberships in scientific societies, and of the scientific papers prepared by him would be longer than the present article.

Dr. Mallet was twice married, first in July, 1857, to Mary Elizabeth, eldest daughter of Judge John J. Ormond, of Tuscaloosa, a distinguished lawyer, cotton planter and formerly one of the judges of the Supreme Court of Alabama. By this marriage he had three children—John Ormond, deceased; Robert William, for many years, and now, a member of the bar of the city of Norfolk, Va., and Mary C. H., the wife of Edward S. Elliott, a prominent member of the bar of Savannah, Ga. He was married a second time, in

December, 1888, to Mrs. Josephine (*née* Pages) Burthe, of New Orleans, La.

Loved, esteemed and respected by all with whom he came in contact, he was a worthy associate of the distinguished scholars and scientists who have lent honor to our beloved institution and who have instructed and counselled the young men who call our university their Alma Mater.

THREE NEW BRANCHES OF STUDY

BY PROFESSORS GEARING AND BELL AND RABBI ROSENBAUM

During the past year the University has established three new schools in the College of Arts and is offering courses of study in these subjects for the first time. The Editor of THE RECORD asked the chairman of each one of these new schools to explain the purpose of its establishment, and the ends to be gained by its courses. The replies follow.

HOME ECONOMICS

The general introduction of home economics into the higher institutions of learning for women is the direct outgrowth of an ever increasing demand for an education for girls adapted to the needs of girls. The college and university curriculum has changed materially in the last decade. It is adapting itself more and more to the great economic, industrial, and social demands of the day, and preparing the youths to deal specifically with them. "Education for efficiency" as far as the youth of our country is concerned, has become the slogan of modern education. Many of our colleges and universities boast that they offer exactly the same educational advantages to the girls as to the boys. It is true that they offer to both sexes the same courses, and if a girl enters professional, commercial, or industrial life, she has the same advantages and opportunities offered her as are offered to her brother. She has not been slow to take advantage of these opportunities and has proven that she is quite as capable of receiving and utilizing this education.

But, after all, only a limited number of women follow these several activities, and only a small proportion of this minority follow them permanently. The average wage-earning woman is a wage-earner only seven years. Educators are beginning to realize that our schools and colleges are offering an utterly inadequate training to the large, and after all the most important, class of women—the home-makers. The home is universally recognized as the unit of society, as the real basis of civilization, but the profession of home-making has been ignored or ridiculed as beneath the notice of serious educational thought or training. The tradition still lingers in the minds of many otherwise enlightened individuals

that home-making can and should be taught in the home. They ignore or have lost sight of the fact that the changed economic and industrial conditions have affected the home more than any of our social institutions. They have forced the industries one by one from it, and complicated the production, distribution, and consumption of commodities essential to the maintenance of the home to such an extent that women are no longer able, unless educated to do so, to follow the complicated process. The result is that the home has not only ceased to be a place of active and intelligent production, but has become the center of unintelligent and ruinously wasteful consumption. This economic waste is not to be measured in dollars and cents alone; but in loss of time, of physical and mental strength and energy, and in the general weakening of the home as a sound and efficient social institution. Students of social problems look with alarm on its general disintegration. Many predict its ultimate disintegration if it is continued on the present wasteful and unintelligent lines. If the home is to fulfill its function in the social and economic world, it must be reorganized to conform to modern methods and conditions. Its problems are numerous and complex, embracing as they do not only the material, but also the physical welfare of the family.

Courses in home economics are being established in our colleges and universities to assist in preparing women to meet intelligently these problems of the home. As yet the subject is in its infancy, but its rapid growth and development throughout the country speak most eloquently of its need.

As a definite subject of instruction, home economics is based on the three primal wants of man: food, shelter, and clothing. It presents a consideration of the economic, hygienic, and aesthetic aspects of each of these wants in so far as they concern the home or relate to institutions connected with the home. It teaches that the function of the woman as the principal consumer or expender of the family income is as important from an economic standpoint as that of the man as the producer of the income, and that intelligence is as essential for wise consumption as it is for wise production. The material prosperity of the home and of the community, which is but an aggregate of homes, is dependent upon the recognition of this economic fact.

The economic and physical aspects of the home are closely related. Economic prosperity is largely controlled by right physical

conditions. The economic loss resulting annually from preventable diseases amounts to hundreds of millions of dollars. The majority of these illnesses are due to ignorance or neglect, or both. It is largely the function of the woman to administer to the needs of the body. The enormous death rate among infants under two years of age, and also the great mortality from preventable diseases, are eloquent witnesses to her inability to fulfill this function. Home economics includes, therefore, the teaching of hygiene; the hygiene of the body, and of food, shelter, and clothing; definite instructions in the care of the body; of foods; their preparation, function, and adaptation to the individuals comprising the family group. The course on the hygiene of the home includes a study of soil, drainage, house construction, and other factors directly concerned in the health of the family; such as the source and care of the water supply, ventilation, light, heat, plumbing, and disposal of household waste, and a general knowledge of municipal laws safeguarding public health.

While the material and physical needs of the body are the most fundamental and as such receive the first consideration, the home will never fulfill its best function if it stops with these. It must contribute to the higher moral and mental welfare of its inmates. The love of the beautiful is inherent in every woman's character. Home economics seeks to give it proper development in a knowledge of the architecture of the home, of its furnishings and decoration, and general appreciation of the relation of the home to art, as well as in an application of artistic principles to the problem of dress and personal adornment. By organizing and systematizing the activities of home life, and placing it on a sound economic basis; by improving the physical welfare of the family, home economics will improve the moral and mental welfare as well. It will enable the home-maker to have better health, and more leisure to enjoy the "higher life." It will give her more time and opportunity for education, aesthetic enjoyment and for broader mental and spiritual development. It will enable her to study and help direct the mental as well as physical development of her child, and to live *with* her child rather than *for* it.

Home economics does not seek to restrict or limit the education of the girl, but to broaden it. The fullest and most completely rounded education is none too broad for the one who is so largely responsible for the rearing and education of the human race. Home

economics teaches, in the words of Emerson, that "a home should bear witness in all its economy that human culture is the end to which it is built and garnished."

MARY E. GEARING.

BUSINESS TRAINING

The School of Business Training hopes to meet the general need for training in handling and interpreting business statements and accounts. One who holds a responsible position in almost any pursuit is forced to deal with business facts and financial accounts. Executive inefficiency in any business may result from an inability to systematize financial data and properly interpret financial reports. All vocations are to some extent business vocations. There is probably no training meeting a more general need than training in accountancy. Our environment must to a certain extent be a business environment. An understanding of it is an important part of a liberal education. A thorough understanding of business involves an interpretation of a very complex situation and the first step in this study is the acquisition of an ability to handle and interpret business facts.

It is hardly necessary to point out that the lawyer and the engineer need a training in business. A great many civil lawsuits involve financial reports and their interpretation. If a banker is charged with the misappropriation of funds the pleadings of the lawyer must be concerned with an explanation of the financial reports and data bearing on the proof of the charge. Much of the work of the efficiency engineer is cost-accounting. Property valuations also involve an interpretation of accounting data. An estimate of the cost of the construction of a tunnel requires the skillful marshalling of financial facts, in which one should become trained in the study of accountancy.

In addition to the more general course in accountancy the school will offer various courses intended as a preparation for special business pursuits. Among these courses are those in banking and investments, the courses in insurance, and the courses in advanced accounting. As the school expands it will gradually add to this list of professional business courses.

The schools of business training have arisen out of the belief that the function of elementary and higher education is in part the preparation of the students for vocational success. There is no

more important need in modern life than vocational efficiency. Any appropriate scheme of education must take account of the preparation of students for survival in the business environment into which they are thrown after their school training has been completed. Every man should understand something more about his environment than may be necessary to succeed in his vocation, but this broader vision is not a satisfactory substitute for vocational training.

It is the aim of the School of Business Training to prepare students for success in business and to give students expecting to follow other than business pursuits such training as may be necessary for a satisfactory understanding of business facts and business data. The work should prove valuable in supplementing the courses in the other social sciences. A vocational study of business must be an inductive study and as such should be useful to those taking the more general courses in a similar field.

SPURGEON BELL.

SEMITICS

In all the large universities, both in this country and abroad, Semitic studies are offered, and a fair number of students avail themselves of the opportunity thus afforded them. The authorities of our University, trying to meet the educational needs of an institution of its rank and character among leading universities, has established the School of Semitics in order to offer courses in a very important field of study to its students also. The school was thus inaugurated in the fall of 1912.

The nineteenth century has made wonderful progress in the interpretation of the experience of the past. Along with the general advance of knowledge came our increasing understanding of the importance and influence for the progress of the race of the ancient Semitic world. A flood of light was thrown upon the remarkable career of the Semitic nations in the near East by recent excavation and study. Entire civilizations have thus been unearthed. The ancient Semitic centers of life, particularly in the valleys of the Nile and the Tigris-Euphrates, tell their eloquent story of wonderful achievements in religion, art, and science. These reveal to the student the great debt humanity owes to these Semitic peoples for many elements in our civilization. For history did not begin with the classic nations. Our indebtedness to Greece and Rome is in-

deed great. Similarly, the student appreciates the part played by the Anglo-Saxon peoples. But few, as a rule, are aware of the genius and achievements of the ancient Semites. To bring to the student's attention this significant field of study is the purpose of the new School of Semitics.

The object, then, of this new school is to familiarize the student with the languages, literatures, histories, and civilizations of the ancient Semitic world. The great contributions of Israel, Assyria, and Egypt, as well as of their important neighbors, are defined and studied.

The scope of the school is both linguistic and historic. On the linguistic side courses are planned to furnish instruction in Hebrew and the related languages. Opportunity is thereby afforded for the study of the Biblical literature, its spiritual beauties and lofty ideals. It will enable the student to appreciate thoroughly the marvelous development of a wonderful people along ethical and spiritual progress. Similarly, the courses for the study of the cognate languages will enable the student to get first hand information concerning the life and literature of the other Semitic nations.

On the side of history provision is made for the study of the life and thought of the Semitic peoples. This will reveal the important rôle played by them in hoary antiquity. For it is a real revelation to the student to find out how much we are indebted to these peoples for many elements in our civilization, and how worthily they carried aloft the torch of progress till the time they handed it over to the later classic nations.

The courses in this school are *not* intended for theological students only. To be sure a working knowledge of Hebrew and Aramaic, the languages of the Old Testament, and an understanding of the position of Israel in the ancient Semitic world is indispensable to the intelligent student of the Bible and essential in the preparation for the ministry. But courses along these lines are equally indispensable to the philological student who wishes to get a working knowledge of the Semitic languages. Such studies are also of great importance to the general student who wishes to lay the foundation for a thorough liberal education.

Junior standing is ordinarily required for admission to all courses of this school.

David Rosenbaum.

A BIBLIOGRAPHY FOR 1912

A LIST OF BOOKS AND MAGAZINE ARTICLES WRITTEN BY MEMBERS OF THE TEACHING STAFF AND PUBLISHED DURING THE PAST YEAR

Below will be found the fifth annual list of books and short articles that were written by members of the University faculty and other officers, and were printed during the year. In practically every case the information came from the writers themselves in response to a circular letter sent out by the compiler, who hereby returns thanks to them for their assistance and their promptness in lending it. It seems necessary to explain that the list does not include mere news articles for the papers, or such matters as the "fine-print" contributions to THE RECORD. Nor does it include papers read before learned and unlearned societies but not yet published. It is necessary to draw some arbitrary lines in the compilation of such a list, and these limitations seemed to be just and convenient. In mere numbers the list is distinctly longer than any printed before, both as regards separate volumes and shorter articles. Altogether, the single items number more than one hundred.

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GENERAL NOTES.

Calendar of Fall Term at Austin

September 25: Registration begins.

September 27: Y. W. C. A. entertains freshman women.

September 28: "College Night"; President Mezes and others address men students.

September 30: Fall term classes begin with an enrollment almost three hundred greater than last year.

October 5: Football on Clark Field; Texas 30, Texas Christian University 10.

October 12: Football on Clark Field; Texas 3, Austin College 0.

October 15: Students elect members of newly created Assembly and other officers; Professor Hugo De Vries of Amsterdam lectures on "Darwinism" in the Y. M. C. A. auditorium.

October 19: "University Day" at the Dallas fair attended by many students and alumni; football at Dallas, Oklahoma 21, Texas 6.

October 23: Meeting of students and faculty in auditorium, hears reports of students who represented the Hogg movement last summer.

October 25-6: First meeting of the Conference for Religious Education in Texas; a permanent organization is effected.

October 26: State convention of Young Women's Christian Association begins a three-day session in the University; football on Clark Field, Texas 14, Haskell Indians 7.

October 29: Students' Assembly holds its first meeting.

November 4: Football at Waco; Texas 19, Baylor 7.

November 7: Ellery's band gives concert in the auditorium, in compliment to the University from Col. G. W. Brackenridge.

November 9: Chicago Grand Opera Company presents "The Secret of Susanne" in the auditorium.

November 11: In regular meeting the Board of Regents adopts biennial report; before mass meeting of students and faculty, Chairman Clarence Ousley and Hon. Cullen F. Thomas discuss the latter's plan of raising a $100,000 students' loan fund.

November 13: Football at Houston; Texas 53, Mississippi 14.

November 20: Mass meeting of students in the auditorium discusses political reform.

November 22: Football on Clark Field; Texas 28, Southwestern 3; Judge N. A. Stedman resigns from the Board of Regents, and is succeeded by ex-Governor Joseph D. Sayers of Austin.

November 26: "Foreign Association Pageant" presented in the auditorium by the University Y. W. C. A.

November 27: Knapp Agricultural Day observed with speeches in the Y. M. C. A. auditorium by President S. P. Brooks of Baylor University

and Professor R. J. Potts of the Texas A. and M. College; twelfth annual engineers' reception.

November 28: Thanksgiving Day, a holiday; football on Clark Field, Texas 48, Arkansas 0; Coach Stagg of Chicago addresses students in the auditorium.

December 2: Professor E. P. Schoch lectures in the main auditorium on "Recent Chemical Discoveries"; annual banquet of the law department at the Driskill.

December 3: Professor I. P. Hildebrand of the law department is named by Governor Colquitt as judge of the Seventy-third District, but later declines the appointment.

December 5: W. C. Brown of Denton is elected captain of the University football team for 1913.

December 9: The advisory board of *The Texan* picks the first corps of reporters under the competitive system; debaters for intercollegiate contests are chosen, D. E. Tomlinson winning first place.

December 16: Fall term examinations begin.

December 18: Dr. Alexander Johnson of Chicago speaks under auspices of Civic League at the Y. M. C. A. auditorium.

December 21: Fall term ends.

Biennial Report of the Regents

The fifteenth biennial report of the Board of Regents, containing its recommendation of the amount of appropriation necessary for the adequate support of the institution, has been submitted to Governor Colquitt.

The recommendations of the Regents in brief are:

1. The available fund of the University amounting to about $180,000 annually, derived from land leases, interest on bonds and other sources, is all needed for the erection of permanent fireproof buildings to accommodate the subjects now sheltered by the box houses on the campus. The buildings needed would cost in the aggregate $700,000, which would exhaust the available University funds for nearly four years.

2. We recommend that there be provided by the levy of a special tax or appropriation out of the general revenue, $655,000 for the fiscal year 1913-1914. The running expenses of the University now amount to $548,282.75. The student body is increasing at the rate of 25 per cent annually. The sums recommended are respectively 20 per cent greater than the expenditure for 1912-1913 and 10 per cent greater than the expenditures recommended for 1913-1914.

The Regents point out that in the last two years the imperative running expenses of the University have absorbed all but $28,500 of its income. For several years there have been insufficient class rooms, offices, and laboratories, and practically no provision made for dormitories and boarding halls. Although Texas is richer than California, Michigan, or Ohio, all the states are much better provided with university buildings. In

fact, the buildings of the University of California are valued at three times the value of our University buildings.

The recommendation is also made that the five box houses now on the campus be succeeded by the following buildings:

Education and practice school, estimated cost, $175,000.

Chemistry building, estimated cost, $150,000.

Biological sciences building (the present quarters for these schools being given over to business training and government), estimated cost, $150,000.

Domestic economy building, estimated cost, $125,000.

Dining hall and kitchen, estimated cost, $100,000.

Total estimated cost, $700.000. Attention is called to the fact that although Texas has the largest attendance of any institution of collegiate standing in the state, it is the least adequately supplied with dormitories.

In mentioning the increase of attendance, the report points out "that the enrollment in 1911-1912 was 20 per cent greater than two years before and 48 per cent greater than four years earlier, making an average increase of 12 per cent annually for the four-year period." In no particular school has there been a decrease, while in some an increase of 75 per cent is shown, and in at least two, correspondence and architecture, there has been an increase of 100 per cent. To provide for this large increase, $83,752 more than last year's running expenses have been demanded, which is as small an increase as is safe in view of the institution's obligations to students and citizens.

Registration by Counties

Registrar Mathews has issued a statement of the geographical distribution of 2015 students in attendance at the main department of the University of Texas. One hundred and eighty-four of the 244 organized counties in Texas are represented on the rolls in numbers varying from 342 from Travis county to one in Dickens county.

Outside of Travis county the banner county in Texas is Bexar, which sends to the University this year 102 students. Below is given the attendance for the last three years of a number of counties which have the largest representation:

	1912-13.	1911-12.	1910-11
Bexar	102	80	79
Dallas	93	96	88
Harris	69	55	53
Tarrant	68	48	50
Bell	50	50	53
McLennan	34	39	38
Navarro	30	27	14
Johnson	27	22	13
Fannin	25	25	22
Hill	24	26	23
Denton	24	19	14
Anderson	23	20	26

	1912-13.	1911-12.	1910-11
El Paso	23	16	15
Williamson	22	24	15
Milam	22	19	24
Grayson	21	26	21
Falls	20	11	15
Nueces	20	22	17
Galveston	19	23	23
Harrison	19	16	15
Limestone	18	7	10
Hays	18	12	11
DeWitt	17	18	12
Bastrop	16	12	4
Fort Bend	16	10	6
Lamar	16	16	22
Erath	16	13	13
Nacogdoches	15	13	19
Tom Green	15	10	14
Wichita	15	7	9
Gonzales	14	11	10
Houston	14	11	9
Jefferson	14	10	19
Robertson	14	13	13
Smith	14	9	10
Cooke	13	4	7
Parker	13	13	12
Caldwell	12	13	14
Coleman	12	8	4
Collin	12	16	20
Eastland	12	5	4
Jones	12	5	4
Victoria	11	5	6
Lee	10	7	5
Uvalde	10	9	9
Val Verde	10	12	7
Wood	10	6	6
Bowie	9	7	5
Cherokee	9	3	3
Coryell	9	6	10
Lampasas	9	7	5
Walker	9	6	5
Wilson	9	29	8
Burleson	8	8	8
Grimes	8	11	11
Guadalupe	8	13	5
Matagorda	8	5	2
Palo Pinto	8	5	5

	1912-13.	1911-12.	1910-11
Potter	8	5	5
Washington	8	11	8
Burnet	7	9	7
Fayette	7	5	7
Hardeman	7	5	5
Kaufman	7	8	8

Seventy-five students come from outside of Texas, leaving 1940 Texas boys and girls now in attendance in the main department at Austin. The seventy-five out-of-state students come from twenty-eight different states and two foreign countries. Oklahoma sends a delegation of nine; seven come from New Mexico, five from Arkansas, four each from Illinois, Louisiana and Missouri, three each from Alabama, Colorado, Mississippi, two each from Georgia, Iowa, Kansas, Massachusetts, Michigan, New York and Virginia. The other states send one student each.

Faculty Personals

A piece of research work done by Dr. E. T. Miller, adjunct professor of economics, has recently proved of great public service. Dr. Miller, who is writing a financial history of Texas, recently showed that at no time had the state repudiated any portion of her state debt, even when all other Southern States during Reconstruction had been doing so. The New York law governing the investments of savings banks prohibits investment in bonds of any state which has repudiated debts since 1861. On this ground Texas securities had been ruled out. Dr. Miller's contention that such action had no just historical basis was called to the attention of the New York Attorney General, convinced him of his previous errors, and opened an important market for Texas securities.

Dr. Herman G. James, adjunct professor of government, recently contributed to the Dallas-Galveston *News* an interesting series of six articles on the situation in the Balkans.

Professor Ira P. Hildebrand of the law department was during December offered by Governor Colquitt the judgeship of the San Antonio judicial district, but after some deliberation refused the offer, and determined to remain at the University.

Several changes have recently occurred in the library staff. Miss Irene Blair, one of the assistants, resigned her position and returned to Missouri. Miss Helen O. Devine of San Antonio, an alumna of the University, was added to the staff. Librarian J. E. Goodwin was suddenly taken sick in November and was forced to go north for a surgical operation. But the operation was successful and after a six weeks' absence Mr. Goodwin returned to his post.

Dr. Carl S. Downes, one of the new English instructors this year, resigned his position in December owing to the ill health of Mrs. Downes, and accompanied her to California.

Professor L. M. Keasbey was on leave of absence during the fall term.

NEW INSTRUCTORS.

J. C. Bell, Art of Teaching

James Carleton Bell, Professor of the Art of Teaching, was born at Mt. Vernon, Ohio, December 11, 1872, and was reared in the same town. From the Mt. Vernon High School in 1891 he went to Denison University, from which he received his B. A. in 1896. The years 1897-1898 and 1900-1901 he spent in the University of Berlin, that of 1901-1902 in the University of Leipzig, and those of 1902-1904 in Harvard University, receiving from the last named institution his A. M. in 1903, and his Ph. D. in 1904. The title of his dissertation is "Reactions of the Crayfish to Sensory Stimuli." Dr. Bell was instructor in Greek during his senior year at Denison University; taught Latin in the Boston Latin School, 1904-1905; served as instructor in experimental psychology at Wellesley College, 1905-1907; has been director of the laboratory of educational psychology in the Brooklyn Training School for Teachers for the past five years; and has also taught in the summer schools of Cornell and of New York universities. He is the founder and managing editor of *The Journal of Educational Psychology*, a collaborator on *The Journal of Abnormal Psychology*, and the author of a large number of technical contributions to psychological journals. In 1906 Dr. Bell was married to Miss Rhoda P. Serra of Melrose Highlands, Massachusetts.

Spurgeon Bell, Business Training

Spurgeon Bell, Professor of Business Training, was born June 28, 1880, at Blanco, Texas, and from the high school of his native town entered the University of Texas in 1898, graduating with the B. S. degree four years later. The following year he did graduate work in the University, and later spent two years and two summer terms in the University of Chicago, in which he held an economic fellowship. In the years 1903-1905 Mr. Bell served John Tarleton College, Texas, as professor of mathematics; he taught in the University of Chicago in 1907, and for two years past he has been assistant professor of economics in the University of Missouri. He has also acted as assistant editor of *The Economist*, as secretary of the Chicago Commission on City Expenditures, and as a member of the board of economists at Washington called to revise the census schedules in the summer of 1909. Professor Bell has published several articles in various economic reviews, the latest one concerning profit on national bank notes. He married Miss Alice Greenwood of Bluffdale, Texas, in 1910. They have one child.

M. G. Boroughs, Home Decoration

Miss Margaret Graham Boroughs, Instructor in Home Decoration in the school of domestic economy, is a native of Austin, and entered the University from Whitis School in 1902. After spending two years here Miss Boroughs spent one year in Sophia Newcomb College, New Orleans, attended the New York School of Fine and Applied Arts in 1908, and spent the summer of 1910 in Florence, Italy, as a member of the Chase Art Class. For two years she taught art in Whitis School, and now has her private studio.

R. E. Carter, Philosophy of Education

Ralph Emerson Carter, Instructor in the Philosophy of Education, was born February 5, 1881, near Edinburg, Indiana, and from the Edinburg High School entered Indiana University in 1900, spending some two years in the latter institution. He then attended Franklin College, Indiana, one year, and received his Ph. B. there in 1906. From 1909 to 1912 he was in the School of Education of the University of Chicago, from which he obtained the M. A. degree in 1911, and a fellowship in education the following year. Mr. Carter taught in rural schools in Indiana five years, taught mathematics in the Shortridge High School, Indianapolis, 1906-1907, and then for two years was an instructor in mathematics and athletic director of the Davenport, Iowa, High School. He is a co-author with Professor W. F. Dearborn of a volume, *School and College Ratings.*

T. W. Currie, Social Secretary for Men

Thomas White Currie, Social Secretary for Men, was born at Durango, Texas, January 23, 1879, and was reared in his native town, and at Lott, Texas. From the Lott High School he went to Austin College, Sherman, Texas, in 1903, and was granted the A. B. degree four years later. In 1908 he entered the Austin Presbyterian Theological Seminary, by which he was made Bachelor of Divinity in 1911. At the same time he was doing graduate work in the University of Texas, and thereby received his master's degree in 1911, with a thesis on "The Economics of the Bakuba People." Mr. Currie is now and has been for the past year General Secretary of the University Young Men's Christian Association.

C. S. Downes, English

Carl Sawyer Downes, Instructor in English, was born November 9, 1884, at Boston, Massachusetts, attended the Boston Latin School, and entered Harvard College in 1903. From Harvard he obtained A. B. *cum laude* in 1906, A. M. in 1907, and Ph. D. in 1912. His thesis is entitled "Matthew Arnold's Poetry in Its Relations to Romanticism." Dr. Downes spent the year 1908-1909 in Oxford University, England, and was in California in 1909-1910.

W. M. Eliot, Civil Engineering

William Mack Eliot, Instructor in Civil Engineering, was born November 2, 1886, at Corsicana, Texas. In boyhood he lived successively at Corsicana, Alvin, and Centreville, attending the public schools at the last named town. In 1907 he entered the University of Texas, was out one year getting practical experience as a civil engineer on a Texas railway line, and received his C. E. degree last June. For two years Mr. Eliot served as student assistant in civil engineering.

Lloyd Garrison, Business Training

Lloyd Garrison, Tutor in Business Training, is a native of Bethel, Missouri, and attended the Shelbyville High School, from which he entered the University of Missouri in 1908. At the latter institution he served as student assistant in economics last year, and received his A. B. in June.

F. E. Giesecke, Architecture

Frederich Ernst Giesecke, Professor of Architecture, was born on a farm in Washington county, Texas, January 28, 1869. He was reared at New Braunfels, and in 1883 from the San Antonio German-English school entered the Agricultural and Mechanical College. From that institution he received the M. E. degree in 1890, from the Massachusetts Institute of Technology, the degree of B. S. in Architecture in 1904, and he also pursued graduate studies at Cornell and in Berlin. Mr. Giesecke at the Texas A. and M. College was successively instructor in shop work, instructor in drawing, associate professor, and professor of drawing, and professor of architectural engineering and drawing. In addition to his teaching he has been college architect there since 1908, has designed seven buildings already erected there, and furnished plans for three more now in course of construction. Professor Giesecke is the author of a text-book of mechanical drawing in three parts, and has also contributed numerous articles to architectural magazines.

C. G. Hartman Zoology

Carl Gottfried Hartman, Instructor in Zoology, was born June 3, 1879, at Reibeck, Iowa, and was reared at Clinton, Iowa. After spending one year at Wortburg College, Iowa, and another at Iowa State University, he entered the University of Texas in 1900, and two years later received his B. A. In 1904 he proceeded to the M. A. degree, having previously served as student assistant, fellow, and then tutor in zoology. In 1904 he was elected county superintendent of public instruction for Travis county, was re-elected and served three terms until he resigned in 1909 to become professor of biology in the Sam Houston Normal Institute, Huntsville. This position he has filled three years. Mr. Hartman has published several educational articles, and is joint author with Dr. L. B. Bibb of *The Human Body and Its Enemies*, and

The First Book of Health, two volumes on physiology and hygiene, which have just been adopted for use as text-books in the Texas schools for six years.

M. R. Gutsch, History

Milton Rietow Gutsch, Instructor in Medieval History, was born March 7, 1885, at Sheboygan, Wisconsin, and attended the public schools of his native town. In 1904 he entered the University of Wisconsin, receiving his B. A. degree in 1908, his M. A. in 1909, and serving as fellow one year, and assistant instructor in history three years. Mr. Gutsch has also served as editor of a daily newspaper.

R. E. Holloway, English

Rufus Emory Holloway, Instructor in English, was born March 16, 1885, at Marshall, Missouri, lived in boyhood at various towns in Missouri, Florida, Arkansas, and Texas, and was prepared for college at the Batesville, Arkansas, High School. In 1901 he entered Hendrix College, Arkansas, from which he received the A. B. degree in 1906. Last year he came to the University of Texas for graduate work, was appointed to a fellowship in English, and received his M. A. Mr. Holloway taught several years in the Arkansas public schools and served as professor of English one year in the Scarrit-Morrisville College, Missouri.

P. H. Houston, English

Percy Hazen Houston, Instructor in English, was born February 3, 1882, at Chicago, and was reared at Jamestown, New York. From Phillips Exeter Academy in 1900 he entered Williams College, from which he received his A. B. in 1903, and his A. M. in 1904. He then entered Harvard University for graduate study in English, receiving his master's degree in 1905. From 1906 to 1908 Mr. Houston was instructor in English in the University of Illinois, and then returned to Harvard, where he obtained his doctorate of philosophy in 1910. His thesis is entitled "Dr. Johnson as a Literary Critic." For the past two years Dr. Houston has traveled and studied in England, France, and Germany, holding one year a traveling fellowship from Harvard University.

W. S. Hunter, Philosophy

Walter Samuel Hunter, Instructor in Philosophy, was born March 22, 1889, at Decatur, Illinois, and was reared in that city and in Saginaw, Texas. From the Saginaw High School he went to the Polytechnic Preparatory School at Fort Worth, and entering the Polytechnic College in 1906, spent two years there, and then two years more in the University of Texas, from which he received his B. A. in 1910. The past two years he has been in the University of Chicago, and there obtained his Ph. D. in December, 1912. Dr. Hunter was student assistant in philosophy here in 1909-1910, and held a fellowship in psy-

chology at the University of Chicago last year. His thesis is entitled "The Delayed Relation." He has published two articles in *The Journal of Animal Behavior*. During December Dr. Hunter was married to Miss Katharine Pratt of Cleveland, Ohio.

H. G. James, Government

Herman Gerlach James, Adjunct Professor of Government, was born at Philadelphia, January 2, 1887, the son of Edmund J. James, now President of the University of Illinois. He was reared in Philadelphia and Chicago, prepared for college in a German *Realgymnasium*, in the *Ecole Alsacienne* of Paris, the Southside Academy of Chicago University, and the Northwestern University Academy, and entered Northwestern University in 1903. The following year he went to the University of Illinois, from which he received his A. B. in 1906. In 1906-1907 he attended the Harvard Law School, and the following two years were spent in the law school of the University of Chicago, from which he received the J. D. degree in 1909. Mr. James then returned to the University of Illinois and received the degree of M. A. in political science in 1910. The following year he studied administrative law at Columbia University and was awarded the Ph. D. there in 1911. Last year was passed in study at Berlin and Halle as a special traveling fellow from Columbia University. Dr. James has published several articles on constitutional law and a new book, *Principles of Prussian Administration*. He was married August 21, 1912, to Miss Genevieve Campbell Kirby of Chicago.

W. E. Leonard, Economics

William Ezekiel Leonard, Instructor in Economics, was born August 12, 1865, at DeWitt, Iowa, and was reared at Correctionville, in the same state. He attended the common schools in his home town, went to the University of Chicago in 1894, and in 1895 to Grinnell College, Iowa, from which he received his A. B. in 1899. After teaching for several years in secondary schools of Colorado and California in 1902 he became instructor in economics and history at Bellevue College, Nebraska, which position he filled for nine years. Last year he pursued graduate studies and held a teaching fellowship in the University of Wisconsin, where he obtained the M. A. degree.

Frederick McAllister, Botany

Frederick McAllister, Instructor in Botany, was born at Davison, Michigan, September 28, 1875. From the Albion College Preparatory School in that State he entered Albion College in 1899 and obtained his B. A. degree four years later. He pursued graduate studies in botany in Beloit College for three years while teaching botany in Beloit College Academy, and obtained his M. A. from Beloit in 1908. He attended the University of Wisconsin for one session and there got his Ph. D. in 1910. His thesis is entitled "On the Cytology of the Convalla-

naciae," and has been published in the *Transactions of the Wisconsin Academy.* For the past two years Dr. McAllister has been instructor in botany in Cornell University.

W. J. McKay, Geology

Willard Judd McKay, Instructor in Geology, was born November 1, 1890, at Geneva, N. Y., and from the Geneva High School entered Cornell University in 1908. Mr. McKay was assistant instructor in geology at Cornell for two years and there received his A. B. last June.

Mrs. G. B. McLean, Social Secretary for Women

Mrs. Grace Brewer McLean, Social Secretary for Women, was born Grace Brewer Smith at Indianapolis, Indiana, and was reared in Colorado. From Cutter Academy she entered Colorado College in 1896, and was graduated four years later with the B. A. degree. One year she taught in a mission school in New Mexico, and in 1906 became State Secretary of the Colorado Young Women's Christian Association. In 1910 Mrs. McLean was elected student secretary for Colorado, Kansas, New Mexico and Wyoming, and gave up that position last fall to become student secretary of the University of Texas Y. W. C. A.

Joshua Phipps, French

Joshua Phipps, Instructor in French, was born at Stony Point, Tennessee, May 27, 1856, and was reared in his native town. In 1874 he entered King College, from which he was graduated in 1877 with the A. B. degree. He then entered Union Theological Seminary, Virginia, where he graduated three years later. In 1885 he was granted the degree of A. M. from King College. For five years Mr. Phipps lived in Thessalonica, Macedonia, representing the Southern Presbyterian church. On his return to America in 1885 he taught Greek and French in King College. Here he remained four years. He then taught two years in Southwest Virginia Institute, and was for three years principal of Maxwell Academy. Mr. Phipps is now pastor of the East Austin Presbyterian church. His daughter, Miss Helen Phipps, is a tutor in Spanish in the University of Texas.

Anna E. Richardson, Domestic Economy

Miss Anna E. Richardson, Instructor in Domestic Economy, is a native of Charleston, South Carolina, but was brought up at Summerville, a few miles away. She spent three years in the Memminger High and Normal School, Charleston, before going in 1900 to the Peabody College for Teachers in Nashville, where she stayed three years and obtained the A. B. degree in 1903. Miss Richardson spent one summer at the University of Chicago and the year 1910-1911 at Columbia University, from which she received her A. M. She taught science and mathematics in Ocala, Florida, one year, and last year served as professor of home economics in Agnes Scott College, Georgia.

D. W. Prall, English

David Wight Prall, Instructor in English, was born October 5, 1886, at Saginaw, Michigan, and from the Saginaw High School entered the University of Michigan in 1905. From Michigan he received his B. A. in 1909 and his A. M. in 1910. There he served one year as teaching assistant in German, and one semester as teaching assistant in rhetoric. For the past two years Mr. Prall has been instructor in English at Cornell University and has also pursued graduate studies there.

H. E. Rollins, English

Hyder Edward Rollins, Instructor in English, was born November 8, 1889, at Abilene, Texas, and was reared at Abilene and Aspermont. From the Aspermont public school he went to Southwestern University in 1904, and there received the A. B. degree in 1910. Mr. Rollins spent the summer of 1911 at the University of Chicago, and last session came to the University of Texas, where in June he obtained his master's degree. He was instructor in English at Stamford College, Texas, in 1910-1911, and held a fellowship in English here last year.

Bertha Renken, German

Miss Bertha Johanne Henriette Renken, Tutor in German, is a native of Langwarden, Germany, but in her girlhood her family emigrated to Shiner, Texas, where she grew up. From the public schools Miss Renken entered the University of Texas in 1909 and has spent two full years here since. She is this year a candidate for the B. A. degree. Miss Renken has had seven years' experience teaching in Texas schools.

Katherine White, Assistant Dean of Women

Miss Katherine Elizabeth White, Assistant Dean of Women, is a native of Tyler, Texas, where she was reared and attended the local public school. In 1888 she came to the University of Texas, spent one year here, and two summers in the University of Chicago. Miss White taught five years in the public schools of Tyler, two years in Palestine, six years in the Thomas Arnold High School, Salado, and for the past nine years has been assistant in English in the Southwest Texas Normal School, San Marcos.

David Rosenbaum, Semitics

David Rosenbaum, Instructor in Semitics, was born in Russia, May 15, 1882, and was reared in Chicago. From Public Schools of that city he entered the University of Chicago in 1901, and was graduated with the Ph. B. degree in 1905. In the same institution he pursued graduate studies in semitics, rabbinical literature and sociology during the following years, and has returned there for work five summers. In 1906 Mr. Rosenbaum entered the Hebrew Union College, Cincinnati, where

he took the degree of Rabbi in 1909. For two years he occupied the pulpit of the Temple of Israel, Amsterdam, New York. In 1911 he came to Austin to fill the pulpit of Temple Beth Israel, and still occupies the latter position.

J. P. Slusser, English

Jean Paul Slusser, Instructor in English, was born December 15, 1886, at Wauseon, Ohio, and was reared at Downer's Grove, Illinois. From the township high school at La Grange, Illinois, he entered the University of Michigan in 1905, and was graduated with the A. B. degree in 1909. Mr. Slusser then spent two semesters in the University of Munich, but returned in 1910 to accept a fellowship in English in the University of Michigan, where he received his A. M. degree in 1911. He served also that year as assistant instructor in rhetoric in the same institution. From November, 1911, to June, 1912, Mr. Slusser was in Boston, serving as art critic of the *Boston Herald*, and studying in the School of the Museum of Fine Arts.

PUBLIC LECTURES.

Accounts below of several public lectures delivered at the University during the fall term are taken with slight revision from the columns of *The Texan.*

Professor De Vries, on "Darwinism"

Professor Hugo De Vries of the University of Amsterdam and at present director of the famous botanical gardens at that place, delivered an interesting and scholarly lecture October 15 in the auditorium of the University Y. M. C. A. His subject was "Darwinism in the Light of Recent Experiment." Dr. De Vries is the author of the popular "Mutation Theory" of the origin of the species, and has thus won world-wide fame as an authority on the subject of evolution, which position he will doubtless hold for some time to come.

The speaker did not attack Darwinism directly, but rather attempted to demonstrate its insufficiency to explain the origination of new species of plants and animals. "Darwin's origin of species was not complete," he said. "In later years it has been found that the development lies in the choice of certain forms. Forms are mixtures; that is, consist of a number of isolated characters widely distinct from each other. In a field no two forms are alike. These differences are sufficient to be made use of." Dr. De Vries went further to explain how a race may be started from the constant development of these different forms, and added that "Darwin did not know this, or else took it for granted."

By illustrations with lantern slides, the speaker made it very clear how new specits or varieties of plants may be developed by careful artificial selection. For instance, he selected for cultivation in his garden the marigold, which possessed normally twenty-one rays (petals). By careful searching he found a flower head which held thirty-four rays.

The seeds from this flower he planted, and flowers of the plants of this generation held on an average twenty-six rays and some as many as forty-eight rays. He planted the seeds from the flowers having forty-eight rays, and this next generation produced flowers with as many as sixty-eight rays, while the average number of rays was thirty-four. Thus in three generations the average number of rayed flowers in a head was increased from twenty-one to thirty-four. This line of experiment was continued until finally flowers were produced with two hundred rays or petals, and till all the marigold flowers in a head were rayed instead of only the marginal ones as originally.

This, Professor De Vries held, is somewhat at variance with the teachings of the great Darwin, who held that the evolution was so slow that it can not be observed. But "Darwin's gradual changes are not the way in which nature works. In the marigold as well as many other plants we have an evolution which we can not only see but study. Laws when found for one form can be easily applied to other forms. But forms have a limited number of qualities and a plant will select from these qualities certain ones to be perpetuated in its own development. Plants will not show new qualities, but only new combinations of inheritable qualities."

Scientific inquiry along the line of the formation of new species at this time has only been started. But Dr. De Vries affirms that we may expect any amount of improvement. However, it is certain, he says, that the new species develop by small "leaps and bounds," for he has observed it and studied it in his garden.

President Brooks and Professor Potts

The meeting held Wednesday evening, November 28, to celebrate Knapp Day, was presided over by Mr. E. R. Kone, state commissioner of agriculture. He explained briefly the work of Dr. S. A. Knapp in organizing boys' corn clubs and establishing demonstration farms over the South.

Professor R. J. Potts, Instructor in Highway Engineering at Texas A. and M. College, spoke upon the relation of the state to the individual in rural life. He emphasized the building of good public highways, and the encouragement of railroad building as the state's surest means of rendering service to the people of the rural districts. Good roads bring the people closer together, and make living on the farm pleasant and profitable.

After relating many interesting experiences of his own life, telling how he began life as a farmer boy, his early ambition to become a physician, and his final determination to strive to become an all-round man, Dr. Brooks reviewed the life and services of Dr. Knapp. To Dr. Knapp is due credit for revealing to the farmers the tremendous value of proper preparation of soils, and the careful selection of seeds. Dr. Brooks said that he felt honored by having had the privilege of asking Baylor University to confer the honorary degree of LL. D. on so great a benefactor of the South as Dr. Knapp.

A large crowd of students met in the auditorium on the evening of November 28 to hear a few words from Alonzo A. Stagg, the famous physical director from the University of Chicago, who had refereed the game with Arkansas that day.

Coach Stagg's Talk

Mr. Stagg spoke in an easy and natural manner, complimenting the work of the team and relating stories of the time when he was a player, twenty-five years ago. Among other things he said: "One thing about your team impressed me. There was no time lost in getting into shift plays. A dozen times I thought a man would still be in motion when the ball was snapped and that I would have to penalize you, but each time he stopped a fraction of a second before the ball was snapped, and I had no occasion to inflict penalties on that account. Only once during the game was it necessary for me to penalize your team. It was a most gentlemanly game on both sides; you played like Southern gentlemen, as you are."

He told of the development of the rules from the time a Yale player made "lamb chops" of a Harvard man's ear to the present time, when the opposing players fraternize before and after the games. He closed by making a plea for cleaner athletics, with particular reference to noises made by rooters to drown out signals and annoy the ball players. "Unless we progress, faculties will not permit intercollegiate football, perhaps not any intercollegiate athletics."

The first of a series of lectures by members of the faculty was given in the auditorium, December 2, by Dr. E. P. Schoch, professor of physical chemistry. The speaker was introduced by Professor F. W. Simonds, who stated that the purpose of the lecture was to familiarize the people with the recent chemical discoveries of importance in Texas, brought about chiefly by the great research work of physical chemists, among whom, he said, Dr. Schoch deserves a foremost place.

Dr. Schoch on "Chemical Discoveries"

"We are of the opinion that we need practical things, and we do," began Dr. Schoch, "but if a man is practical only, he knows only a little. It is the work which has emanated from the greatest scientists, that we need here in Texas, this being more particularly a cotton-growing state." Along with his remarks on Texas cotton, lantern slides were used to give statistics. The baneful effects of wrong plant food and over-fertilization were thoroughly amplified. Later he pictured the effect of fertilizers on plant life, and illustrated the process of manufacturing food for the soil. After giving some pictures of a 200,000 horse power plant in Norway, devoted to the manufacture of fertilizer, the doctor remarked: "We should be proud of the great progress of Americans, but we are liable to think that we are the only progressive people."

After the use of the slides, some articles of artificial silk and other things manufactured from cotton and its by-products were exhibited. Illustrating an experiment, Mr. Schoch went through the process of the silkworm, as he expressed it, showing how artificial silk is manufactured.

He discussed and illustrated fully the effect of chemical experiments on cotton cloth, to make it fireproof in a measure. He proved that fiber from animal source is less combustible than that which comes from plants.

Exhibits of bakelite, a product of cellulose and starch, were surprising. This is a recent American invention that takes the place of celluloid, hard rubber, varnish, buttons, phonograph discs and the like.

Throughout the lecture Dr. Schoch was applauded frequently. Enough humor was combined with facts to retain an interested audience.

UNIVERSITY ORGANIZATIONS.

To the Board of Trustees and members of the University Co-operative Society, and to whom it may concern:

University Co-operative Society

I submit herewith the report of the financial standing and the transactions of the University Co-operative Society for the fiscal year ending August 1, 1912.

The magnitude of the business done by the society continues to increase as will be seen by a comparison of the figures submitted below with those of the corresponding items of previous reports. There was an increase in gross sales over those of last year of some six thousand dollars.

On account of the exceedingly small net profit during 1910-1911 (only $16.71) and the necessity of adding somewhat to the assets of the society, and the further obligation to pay the first one thousand ($1000) dollars on the subscription to the gymnasium fund, prices on some articles were slightly increased over those prevailing last year.

The increase in salaries was due to the increased business and to the fact that the largely increased counter space made more clerks necessary to wait on the trade. The large item, "Use of Co-op.," was due to the purchase of new showcases and the improvements made in the general equipment.

At the beginning of the present year the "Co-op" bought a large and up-to-date cash register and put the old one in the engineering exchange. A modern multigraph has been bought and is doing much work and is providing considerable employment for several students.

During the past year Professor C. D. Rice resigned as treasurer of the society after having served efficiently in that capacity for nine years. No successor was elected, his duties being divided by order of the board of trustees between the president and the business manager.

The supervision given the "Co-op" by the retiring president, Professor H. Y. Benedict, had kept the organization in such good running order that the labors of the undersigned have been made much lighter and more effective than they could otherwise have been.

Both the students and the faculty are coming more and more to recognize in the "Co-op" a real convenience, as is shown by the large and constantly increasing number of personal orders for classes of goods not carried in stock.

Since the establishment of the department of extension the "Co-op" has done a large amount of work in supplying extension students with books and other supplies needed for carrying on their work. It is rare that the day's mail brings less than half a dozen such orders.

It is the hope of those responsible for the "Co-op" that it can be made to increase its usefulness from year to year.

TRADING ACCOUNT.

Dr.

Inventory August 1, 1911	$ 8,729 05
Net purchases, 1911-12	33,757 19
Transportation and telegraph	1,640 98
Gross profits	8,517 27
	$52,644 49

Cr.

Inventory August 1, 1912	$ 8,931 77
Cash sales	39,512 74
Cash on account	3,740 12
Increase customers' account	365 21
Increase publishers' account	48 00
Cash register surplus	46 65
	$52,644 49

PROFIT AND LOSS ACCOUNT.

Dr.

Salaries	$ 3,126 86
Insurance and taxes	474 18
Use of Co-op	1,248 55
Advertising	145 55
Night mail	94 50
Rebates and refunds	1,002 80
Bad checks	303 48
House at 2210 Guadalupe	25 30
Gregory gymnasium fund	1,000 00
Miscellaneous	279 90
Net profit	2,515 38
	$10,216 50

Cr.

Gross profits	$ 8,517 27
Interest on loans	144 80
Rent	600 00
Membership fees	644 00
Checks made good	310 43
	$10,216 50

ASSETS

Inventory	$ 8,931 77
Guadalupe property	5,956 90
Y. W. C. A. note	936 66
University Club note	1,000 00
Due from publishers	83 81
Due from customers	1,129 65
Cash not in bank	196 65
Cash in bank	1,990 07
Total assets	$20,225 52

J. W. C.

Applied Economics Club

The Applied Economics Club met at the home of Dr. Lewis H. Haney, October 21. The following officers were elected:

Dr. L. H. Haney, chairman.
S. M. Leftwich, treasurer.
George Wythe, recording secretary.
F. L. Vaughn, corresponding secretary.

M. H. Griffin and H. L. Voorhies, student members of the program committee.

Besides the officers named, the following are members of the club: Dr. E. T. Miller and W. E. Leonard, both of the school of economics, and Leroy G. Denman, B. G. Mansell, B. G. Daly, Ralph Randolph, S. L. Joekel, W. T. Donalson, and W. Trenckmann, who are students; Mr. Alexander Deussen and Judge Ira P. Hildebrand.

This is the second year of the club. Its purpose, as expressed in the constitution, "shall be to apply the principles of the science of economics to the solution of the industrial and financial problems of Texas."

This session the club is making a particular study of agricultural questions, and among the topics considered are co-operative buying and marketing, the crop lien system, restriction of output, labor problems, speculation, transportation, farm tenure, and rural sociology.

Brush and Pencil Club

Officers of the Brush and Pencil Club this year are: Wm. Lightfoot, president; Miss Margaret Boroughs, vice-president; Miss Ethel Barron, secretary; and David R. Williams, treasurer. Prof. H. F. Kuehne is monitor, and Miss Stella Elmendorf, assistant monitor.

Prizes are to be awarded for the best pictures at the end of the year. Meetings are held each Thursday evening.

"The purpose of the club is to stimulate an interest in arts among students and such others as may have a taste in that direction, and to execute such material as the committee of *The Cactus* may request. It is intended for actual work as well as for critical study."

Curtain Club

The Curtain Club has begun its annual work and is preparing to present a French comedy on the evening of February 21. This is Regnard's "Le Legataire Universel," presented last season in Comedie Francaise of Paris, and it has been translated into English for the purpose by Prof. Stark Young, director of the club. Professor Young's translation has been published in a University bulletin.

Spanish Club

A Spanish club has been organized in the University. The purpose of the club is twofold. First, it is desired to give practice in conversational Spanish. To this end, all sessions of the club so far as practicable will be carried on in Spanish. The second object is to study Spanish life and social customs. To do this some of the best current magazines published in Spain will probably be taken up, and members of the club who have visited Spain will make reports. It is desired to make the club permanent.

The following officers have been elected: Mr. Guillermo Hall, president; Miss Helen Phipps, vice-president; Mr. Floyd Smith, secretary-treasurer.

Der Kundebund

Says *The Texan:* "In order to provide a means for encouraging and fostering a spirit of true German ideals among German students at the University and to bring them in closer touch with one another by informal round-table discussions of historical and present-day topics, the 'Kundebund' was organized last Friday.

"Quite a large number of enthusiastic students of German were present at the first meeting and all are deeply interested in this movement, not only on account of the practical knowledge that will be obtained, but especially on account of the close insight into German manners and customs which class-room work alone will not develop.

"It is the object of the members of the 'Kundebund' to make of the club one that shall be supplementary to the Germania Literary Society, and all members who have not as yet joined the latter, will be urged to do so."

English Club

The English Club, founded last year through the efforts of Prof. R. H. Griffith, is again active under the guidance of Dr. L. W. Payne, Jr., with W. M. Tanner as secretary. About twenty men are members. The club has been particularly interested in the study of modern fiction. Up to the present time it has heard discussions from Dr. Killis Campbell on "The Study of the Novel"; from Dr. P. H. Houston, on "Modern Fiction"; from Mr. T. S. Holden, on "H. G. Wells"; and from Mr. J. P. Slusser, on "Arnold Bennett." During the holidays the club was granted a charter by the honorary literary

fraternity of Sigma Upsilon, which has similar chapters in a number of Southern colleges.

Fortnightly Club

Papers have been presented before the Fortnightly Club this year as follows:

Professor Callaway: "The Infinitive in Anglo-Saxon."

Dr. Law: "An American Theatre in Colonial Times."

Dr. Calhoun: "Jury Frauds in Ancient Athens."

Dr. Houston: "Dr. Johnson's Relations to Sentimentalism and Romanticism."

Mr. Young: "Regnard's 'Le Legataire Universel.'"

Officers are: Dr. Ramsdell, president; Dr. Clark, secretary; Dr. Judson, treasurer.

OUTSIDE EDUCATIONAL INTERESTS.

Formal Opening of Rice Institute

Beginning October 10 and continuing four days, the "First Academic Festival of the William M. Rice Institute" at Houston marked the formal opening of one of the great educational institutions of the Southwest. The festivities were elaborate. A more notable gathering of scholars from Europe and all parts of America has never been seen in Texas. Sir William Ramsay of London, Sir Henry Jones of Glasgow, Senator Vito Volterra of Rome, Senor Altamira y Crevea of Madrid, M. Emile Borel of Paris, Prof. Henry Van Dyke of Princeton, Rev. Chas. F. Aked of San Francisco, President Harry Pratt Judson of Chicago, and many less notable men were present to deliver polyglot addresses that taxed the intellectual capacities of even the Houston populace. And while "Heavenly Houston," as President Lovett delights to call it, has a firmly established reputation for hospitality, that reputation was fairly exceeded this time in a round of receptions, teas, concerts, and other entertainments that taxed the social capacities of the attending delegates. The whole story has been told in such detail by the Texas newspapers that it need not be repeated here. Suffice it to say that the Rice Institute was properly dedicated to its high service and was welcomed to its place by an imposing company of men and women. For Texas colleges, President Mezes, in an admirable talk at the luncheon on Saturday made it clear not only that the new institution has been gladly accepted into partnership, but that other universities, including our own, will be greatly assisted in their work by the opportunities that Rice Institute will offer for productive scholarship.

From the University in attendance were: President Mezes, Dr. H. Y. Benedict, representing Harvard University and the American Academy for the Advancement of Science; Dr. E. W. Fay, representing the American Oriental Society; Dr. R. A. Law, representing Trinity College, North Carolina; Dr. F. W. Simonds, representing the American Geological Soci-

ety; Dr. L. H. Haney, representing Dartmouth College and the American Economic Society; Dr. W. J. Battle, representing the University of North Carolina; Dr. M. B. Porter, representing the American Mathematical Society; Dr. H. W. Harper, representing the American Chemical Society; Prof. W. S. Sutton, Dr. Frederick Eby, Dr. J. R. Bailey, Prof. Arthur Lefevre and Judge R. L. Batts of the Hogg Organization.

Texas Conference on Religious Education

The first Texas Conference on Religious Education was held in the University Y. M. C. A. building Friday and Saturday, October 25 and 26. Dean W. S. Sutton, Texas director of the Religious Education Association, in the opening address, told what the state association ought to accomplish, and reports were then made on religious education in state and denominational schools. Professor W. T. Mather and Secretary T. W. Currie especially discussed conditions in the University. The result of the conference was the formation of a permanent organization with President C. M. Bishop of Southwestern University as president; Rev. F. L. Jewett of the Texas Bible Chair, as secretary-treasurer, and Dr. Frederick Eby, Rev. Dr. Arthur F. Bishop, and Dr. W. J. Battle, as the executive committee. General Secretary Henry F. Cope of the Religious Education Association made the principal address before the new organization.

The Texas State Teachers' Association

The annual meeting for 1912 of the Texas State Teachers' Association began at Fort Worth on Thanksgiving Day and continued Friday and Saturday. The change from the Christmas holidays to this season appeared acceptable to the large majority of teachers, who swelled the attendance far beyond the normal figures, but to University professors the change was less agreeable. They are accustomed to meet their classes as usual on the two days following Thanksgiving, and thus their actual attendance on these days' sessions was comparatively small.

However, a considerable number of University folk took an active part in the section meetings Thursday afternoon. The English section was presided over by Dr. L. W. Payne, Jr., and Superintendent L. H. Hubbard of Belton, a University graduate. Here Professor E. D. Shurter discussed "Oral English in the Schools," and Dr. R. A. Law, "The Habit of Using Correct English." Dr. E. P. Schoch was chairman of the mathematics and science section, before which Dr. I. M. Lewis presented a paper on "Botany"; Mr. Carl Hartman, on "Zoology"; Dr. M. B. Porter, on "The Humanistic Sciences"; Mr. C. H. Winkler, on "Agriculture"; Dr. S. L. Brown and Dr. J. M. Kuehne, on "Physics," and Mr. Alex. Deussen, on "Physiography." Professor W. E. Metzenthin was chairman of the modern language section, which heard a paper from Mr. G. F. Hall, on "The Natural Method of Teaching Foreign Languages." Dr. C. W. Ramsdell was chairman of the history section, and Dr. Frederick Duncalf pre-

sented the report of the committee on history teaching in Texas. Professor Mary E. Gearing presided over the industrial arts section, and led the group on domestic science and arts. Before the college section Dr. J. L. Henderson discussed co-operative affiliation of high schools between colleges. Before the general sessions of the association, Dr. Henderson discussed the problem of broadening affiliation relationships, and Dean W. S. Sutton as usual took an active part in the proceedings.

Superintendent W. F. Doughty of Marlin, a recent graduate of the University, was elected president of the association for the coming year. The meeting for 1913 will begin Thanksgiving Day in Dallas.

State Y. W. C. A. Convention

Fourteen colleges were represented and 144 delegates were present in Austin, October 25 to 28, for the sixth annual convention of the Young Women's Christian Association of Texas. Among those who addressed the convention were Miss Mary Louise Allen of the national board, Miss Jean Gordon of New Orleans, Miss Mabel Stafford, Miss Abbie Graham, Mrs. Lester McLean, and Secretary Henry F. Cope of the Religious Education Association. On Saturday evening a "Monte Ne" banquet was served to 225 guests at the University commons.

Other Educational Meetings

Dr. J. L. Henderson, visitor of schools and professor of secondary education, was elected president of the Southern Association of Colleges and Preparatory Schools at its annual meeting in Spartanburg, S. C., November 14 and 15. This association is composed of some twenty-five leading colleges and some thirty of the best preparatory schools of the South. Its object is to establish higher standards for school and college, and see that they are honestly maintained. The University is now the only Texas member of the association, but Southwestern University has applied for membership and other colleges will probably follow. Dr. Henderson has been active in the association for several years, investigating the problem of certificated schools, and his election to the presidency was probably a recognition of this work. President Dabney, now of Cincinnati University, Chancellor Houston of Washington, and Chancellor Kirkland of Vanderbilt have preceded him in this office.

President Mezes attended in November the annual meeting of the National Association of State Universities at Washington. Thirty states were represented in the meeting. President Mezes was particularly interested in the discussion of the honor system.

Dean T. U. Taylor of the Engineering Department represented the University on October 20 at the inauguration of President Stratton D. Brooks of the University of Oklahoma.

Professor Spurgeon Bell read a paper before the annual meeting of the Western Economics Association at Chicago, December 6, on "The Bearing of Accountancy and Commercial Subjects on Economic Theory."

Dr. G. M. Calhoun read before the American Philological Society at

Washington in December a paper on "Documentary Frauds in the Athenian Courts."

Before the Modern Language Association of America meeting in Philadelphia in December, Secretary John A. Lomax presented a paper on "The Negro Plantation Song," and Dr. R. A. Law's paper on "The Beginnings of American Stage History" was "read by title only."

Secretary Lomax also presented the president's address before the American Folk Lore Society, meeting at Cleveland in January, on "Tales of an African Prince." Mr. Lomax was re-elected president.

Mr. Thad W. Riker attended the meeting of the American Historical Association in Boston.

BOOK REVIEWS

Henderson, "Admission to College by Certificate"

Professor Henderson's book on the admission to college by certificate is the first detailed and documented exposition of the theory and practice of the now widespread custom of admitting students to college on their records at approved secondary schools. He traces the development of this movement from its rise after the Civil War to the present time, and he shows by means of ample statistics how the present system of adjustment between the secondary and higher educational institutions has been brought about. His attitude is dispassionate, and while his sympathies are doubtless on the side of the certificate system, his conclusions are based on a cold-blooded analysis of facts and figures. In a review of this nature no adequate account can be given of the mass of facts and figures on which the conclusions rest; it is one of the great merits of the book that it does not treat the question from the *a priori* standpoint or as one to be settled by an expression of individual opinion.

The examination system came to us as a heritage of the English system of admission to Oxford and Cambridge and was at the time of its introduction the only possible one. The development of state-maintained education, starting with primary and culminating in university instruction, soon brought a modification of college admission conditions.

Michigan was the first to inaugurate the plan of admitting students from duly approved high schools on the presentation of a diploma. The example of Michigan was quickly followed by all the other western states so that now the practice is universal in state-maintained universities throughout the country.

It is plain that in discussing a question of this sort we are confronted by a condition and not by a theory. It is scarcely possible that the system of certification now in use will soon be abandoned; it seems to have established itself as a part of our educational organization.

There has never been wanting, however, partisans of the examination scheme who have insisted that preparation for college implied a certain intensive and sound preparation in certain fundamental units—originally

the humanistic and mathematical subjects—and that such a training was not offered in the diversified curricula of the public high schools.

Under the conditions that still exist in the North Atlantic states there have sprung up a number of preparatory schools that fit students to take the entrance examinations at Harvard, Yale and Princeton. Practically all the students at these schools enter one or another of these institutions. The schools are, for the most part, highly efficient teaching machines, and most of their graduates not only get into college but stay in. It is not possible to compare the relative efficiency of the certificate system at Harvard and Yale with that of the examination system, but such a comparison is possible in the case of some of the smaller New England colleges. There are thirteen of these colleges, of which Amherst and Dartmouth may be taken as types, which admit both on certificate and on examination, and where the entrance requirements and standards of undergraduate work are comparable with those at Harvard and Yale. The records show that in these institutions the performance of the certificate students is about two per cent *better* than that of the examination-admitted students. Moreover, since the certificate students are about four times as numerous as the other class, the full force of these figures will be apparent, and it can hardly be claimed that this margin of superiority is accidental.

Professor Henderson has not called attention to the wails that go up from time to time from the masters in the secondary schools of New England on the score of excessive entrance requirements, or the recriminations indulged in anent the failure to prepare students in English. It suffices to say in passing that the examination plan does not always make for cordiality between the college and the preparatory school.

It is precisely on the ground that the college and the secondary school should be on the friendliest terms and that the attitude of both should be that of mutual help and co-operation, that Professor Henderson rests his thesis that certification is, for state-trained education, the better.

The examination system makes for high standards and efficiency, but in a way that could hardly be characterized as sympathetic. It is critical rather than constructive. It looks upon the output of the high school rather as material for the freshman class than as men equipped for the business of life. The advocates of this system would retort that the training they demand is the best training for life, as far as it goes. This is a matter of opinion and it would seem that the weight of opinion is against such a contention.

In conclusion, it may be said that one of the most interesting and important parts of the book is that dealing with the various methods devised in the different states for the affiliation and supervision of schools. Here the writer deals with matters of great practical importance, and is in a field where he has had much personal experience. His facts all go to show that every effort to divorce the university from the function of affiliating and inspecting schools is doomed to end in failure and a lowering of standards in the high schools. Any other policy

obtrudes a foreign and often hostile element between activities that should be closely and sympathetically related and destroys the possibility of mutual helpfulness which the highest efficiency presupposes.

In the analysis of the workings of the certificate system in New England and California, the fact is clearly brought out that the results obtained by New England are better than those obtained by California. This is accomplished in spite of the fact that the former maintains no system of personal inspection while the latter has one of the best organized schemes to this end in the country. The New England system is really a plan of affiliation based solely on the performance of the students in college. A diploma from one of these affiliated schools does not admit to college unless it is properly endorsed by the head master. Such a plan has great merits and seems worthy of more general adoption.

It is gratifying to note that the results obtained in California, where the university gets the "run of the mill," so to speak, are so good and the percentage of failure so small. It seems evident that the New England system combined with university inspection would obviate most of the difficulties and shortcomings of the existing certificate plans.

M. B. P.

Huxley, "The Individual in the Animal Kingdom"

"The Individual in the Animal Kingdom," by Julian S. Huxley, research associate of the Rice Institute, Houston, Texas. xii+167 pp., 16 figures. Cambridge University Press, 1912.

That science in Texas has been materially strengthened by the action of the Rice Institute in bringing from England as its zoologist, Mr. J. S. Huxley, is amply proven by a perusal of the little book which forms the subject of this sketch. It is a grateful task to review this, one of the earliest contributions from Rice Institute, for the UNIVERSITY RECORD; for it is the expectation and sincere hope of the members of the University of Texas that this new institution will be a quickening stimulus for aiding and fostering science and a scientific attitude in the state.

The concept of individuality as manifested in the animal forms the subject of this contribution—really a philosophic essay. The concept is stated and worked out in six chapters, the first being given to the setting forth of the idea and the remainder to its development. Data have been taken from both the animal and the plant kingdoms, although those from the former predominate.

So few are the faults of the book that some of these may perhaps be stated at once and have the matter over with. Although the language is unusually good, there are a few slips, as, for example, on page 102, where we read that "the different forms *vary very* much." The reproduction of the figures does not seem to have been up to the standard set by the rest of the book, for in some places the lines are quite ragged. There would seem to be doubt as to whether the *chief* function of the chromatin of the nucleus is "concerned with assimilation," as stated on

page 59. Perhaps the point of view which the individuality concept exacts, tends to minimize unduly the importance of nuclear functions.

The book is charmingly written in a style as free as possible from technicalities; yet one does not gather that it was intended solely for "popular readers." The author has a wealth of expression that is particularly refreshing. How often in scientific works do we lose sight of the little matters of style which mean so much in keeping the attention of the reader! The development of the idea is based on facts of general biology, most of which are well and widely known. Some few, not the least interesting of which are the author's own experiments on dissociating sponge cells, are quite new and therefore are treated with much fullness. All are brought together with careful and accurate judgment into a whole which would seem to establish well the author's thesis.

An individual, according to the author, is a "continuing whole with inter-dependent parts." The abstract perfect individual "would possess perfect internal harmony, and perfect independence of matter and of time itself." The highest type of individuality, that which transcends the limits of its substance, is truly found in man alone and is known as personality. The common anthropomorphic view of individuality is shown to be wholly inadequate. In man is found the culmination of one line of development, but it is only one line, only one branch from the common trunk from which have sprung many others. Rather then should we begin with the simplest forms, "where the phenomena themselves are far less complicated, and trace out each line into its ending, instead of trying to bring the various lines into relation with each other." Of grades of individualities we have as the first those which are composed of true units—although perhaps well differentiated—as the unicellular forms. A second grade is met with in cases where units of the first grade come into relation with each other, as is most simply illustrated in the colonial forms. Here each unit to a certain extent retains its own individuality, but the colony also has an individuality, which is clearly of a higher order; this is called "aggregate differentiation." When specialization occurs it must take place between the units rather than between their parts. Many illustrations are given to show the inter-relations of the various grades of individuality, and the elaborations involve the community of life in ant and bee colonies and even in human society. This latter type forms the third of individuality; the interaction which conditions this high grade takes place between individuals markedly different in their nature. On the basis of biological facts the different lines are developed, and in this way is justified the conception of the "continuing whole with inter-dependent parts."

The importance of the essay lies in the fact that it emphasizes a somewhat neglected idea, and gives a new interpretation to a mass of well-known facts.

A. R.

Duncalf and Krey, "Parallel Source Problems"

"Parallel Source Problems in Medieval History," by Frederick Duncalf, Ph. D., adjunct professor, University of Texas, and August C. Krey, M. A., instructor University of Illinois, with an introduction by Professor Dana Carleton Munro of the University of Wisconsin. Problems I, III, and IV by Dr. Duncalf, and II and V by Mr. Krey. Harper & Brothers, 1912. Pp. xiii+250 with index.

History in the universities no longer is regarded as a mere information study—a study whose object is to saturate the student with countless facts, whose appeal is made to memory and not to reason, and whose emphasis is placed on acquisition of data rather than their use. Method has been hopelessly neglected in the past, and it is but a few years ago that it began to receive serious attention by history teachers. Since then, the pendulum has swung in the opposite direction and training now is on a par with information.

In response to this movement numerous compilations of sources were made in all fields of history which realized to some extent the expectation of the compilers. The interest of the students was stimulated by direct contact with historic characters and their biographers; the subject was made more real and life-like by surrounding them with its peculiar atmosphere; their impressions became more vivid and consequently more exact and lasting; and a knowledge of method was obtained by training in analysis of sources, collection of facts, and their comparison and criticism.

Successful as these experiments were, they were only a step in the right direction. There was much room for improvement. The defects of the "source method" as applied to these compilations were soon recognized. The report of the *Committee of Seven* made to the American Historical Association in 1903 mildly condemns this "source method in which pupils have in their hands little more than a series of extracts, for the most part brief and not very closely related." "While it suggests the basis of original record upon which all history rests, on the other hand," it goes on to say, "it expects valuable generalization from insufficient bases." Although the "source method" which the committee had in mind in its criticism, is the method of teaching history by sources alone without text or secondary material, it is obvious that the same criticism can be applied to the present use of fragmentary sources even with a text. Professor D. C. Munro of the University of Wisconsin regrets that the source books used in history teaching consist of "a multitude of fragments spread out thinly over the whole chronological period," and doubts whether "the critical judgment can be developed by the study of a series of disconnected extracts, no matter how carefully and thoughtfully selected."

Such compilations of sources may indeed have an illustrative value but are of little worth as a means of training. The bases for conclusions are inadequate, for seldom does the "source book" contain more than one or two extracts dealing with the same event. Consequently there is little opportunity for comparison and none for selection of facts. To remedy

these defects, Dr. Frederick Duncalf of the University of Texas and Mr. A. C. Krey of the University of Illinois prepared a volume of *Parallel Source Problems in Medieval History.* Their purpose is definitely stated in the preface. "The foremost purpose of the present book is to provide parallel source translations, so arranged and equipped with descriptive information that effective training can be given in the use of source material. Although the problems presented are based on very definite events in medieval history they, nevertheless, have a certain illustrative value. The more intensive study of sources, which the arrangement of the book demands, should arouse greater interest on the part of the average student and should produce a real appreciation of the nature and importance of sources as well as a deeper insight into the life and character of the people described."

The book presents five problems in medieval history selected because of their picturesqueness, their historical significance, and their suitability for training in historical method. Each problem is introduced by an "historical setting"—each a brief narrative account of the movement of which the particular event to be studied is a part. The introduction to the first problem is especially commendable for its wealth of information and its clearness of presentation. This is followed by biographical sketches of the authors of the sources used. Where did the writer live? Who was he? Of what nationality? Churchman or layman? Guelf or Ghibelline? Was he an eye-witness of the event described? If not, how and where did he get his information? Did he have a conscious or unconscious bias? etc. It is the aim of the compilers to give the student all the information necessary for weighing each account.

The sources used are well chosen for training in historical method, since they present all the diverse views of the period. To illustrate—those used in the problem of the *Departure of the University from Paris,* are:

The Chronicle of Mathew of Paris, a learned Englishman, who probably had been a student at Paris.

The Chronicle of William of Nangis, a monk of St. Denis, who drew his information from other sources.

The Chronicle of Alibealberic of Tres Fontes, a Cistercian of Champagne, who was a contemporary of the event described.

The Chronicle of Ralph of Coggeshall, a contemporary English monk of the Cistercian order.

The Chronicle of Albert of Stude, a German monk, who was a contemporary.

The Chronicle of Fécamp, of which little is known.

The Annals of the English Monastery of Dunstable.

The Mare Historiarum.

The Order of Provisors, March 17, 1229.

A Letter of King Henry III of England to the Masters and Students.

Confirmation of Privileges by Philip Augustus.

Letters of Pope Gregory IX.

Here are collected sources from all parts of Europe—England, France, Germany, Italy; writings of lay and churchmen; chronicles, letters, edicts, annals; impressions of interested participants as well as brief notes of casual monkish annalists. Here surely the student will have opportunity to exercise his judgment and train his reason.

The extracts from source material are translated from Latin, French, or Italian. The translations are very well made, but sometimes as in the third problem there is a tendency on the part of the translator to "stick" too closely to the involved sentence structure of the original Latin, and to translate every *autem*, *et*, and *enim* which confuse rather than simplify.

Again it undoubtedly would have made matters a bit easier for the students had all the Latin place names been translated—thus *Batavia* for *Pativia*, and *Turin for Taurina*, etc.; so also, as to dates, the English equivalent should have been noted in each instance for the *Ides*, *Kalends*, *Quadragesima*, etc. The classical influence on the medieval chroniclers seems a bit over-emphasized. It is but natural that their expressions should bear some resemblance to the classics, for the text-books for a long time were illustrated with quotations from the ancients; but that there is a conscious "imitation of classical writers" (p. 33) by these monkish chroniclers, or that these productions are "written on unmistakable classical models" (p. 37) seems very questionable. Even if this were true it is hard to understand how such information would aid the student or simplify his problem in the evolution of his sources. The place of such a theory is rather in a monograph on medieval civilization than in a book of translations to be used by university freshmen.

Preceding each problem is a set of questions for study, so selected as to require definite and intensive study which, it is believed, "will obtain elementary training in the fundamentals of historical method." Thus, the first question based upon the first problem is, "What reasons did Charles have for going to Italy?" The first step to be taken by the student in preparing his answer is the analysis of the sources and the selection of his data.

(1) The *Annales Laurissenses* tell him that "in the beginning of the month of August when Charles reached Mainz, he decided to journey into Italy," and that after he had reached his destination "the king began to busy himself with the important affairs that had brought him to Rome. . . . The first . . . was the investigation of crimes of which the holy pontiff had been accused."

(2) From the *Annales Laurishamensis*, he learns that, "when . . . peace reigned throughout all his dominions, he (Charles) called to mind the injury that the Romans had inflicted on Pope Leo."

(3) The *Vita Karoli*, by Einhard, adds that Charles went to Rome "to pay his vows and to offer his prayers"; but goes on to say that this was not the only reason for his visit for "the Romans had greatly injured the pope" who "was forced to ask protection from the king. So Charles went to improve the condition of the church, which was greatly disturbed."

(4) The *Vita Leonis III* will test the student's ability to use his reason and judgment. It has no definite statement of the cause of Charles's visit but notes his deeds after his arrival in Italy. The diligent student will infer the causes from the deeds.

(5) The monk of St. Gall, writing "de gestis *Caroli Magnis,*" says that certain Romans blinded by envy accused Leo . . . of terrible crimes, . . . attacked him with the intention of blinding him. Secretly the pope had the news of this sent by his servants to Michail, emperor at Constantinople, who withheld all aid. . . . Then the holy pope, in accordance with the divine will, summoned to Rome the unconquerable Charles, who was in reality ruler of many peoples, in order that he might gloriously obtain the titles of *Imperator, Caesar,* and *Augustus* by apostolic authority."

The statements having been collected, must then be analyzed and weighed. Why is there disagreement and even contradiction at times? Why does one writer say Charles went to Italy on his own account and another because he was summoned? Why does one author emphasize the motive of the king to improve the condition of the church in Rome and another emphasize the motive of the pope to have Charles "gloriously obtain the titles of *Imperator, Caesar,* and *Augustus*"? Questions of that kind immediately will confront the student and require careful reasoning and judgment. What is known about the author must be applied in estimating the value of his assertions. If the author was an ardent adherent of the papacy his statements are apt to be favorable to Rome; if, on the other hand, he was a partisan of Charles, they may be tinted with the royal color. So, every problem must be viewed in the light of historical criticism. Training is not the only reward of such intensive study. Interest is stimulated which alone would justify the adoption and use of the method described.

Up to this point the student has had exercises only in the analytical and critical, or destructive part of historical method. Now he is prepared to build up a structure from the material which he has at hand. He is to construct an account based upon this selected information emphasizing each fact according to its merit. The account is to be written in good English and show by footnotes the authority for any fact or judgment. It is then to be presented to the instructor, who without delay ought to return it with all corrections carefully made and with general or particular criticisms.

The five problems which the book presents are:

1. The Coronation of Charles the Great, 800.
2. The Investiture Struggle: Canossa, from Oppenheim to Forsheim.
3. The Departure of the University from Paris, 1229.
4. The Capture of Jerusalem, 1099.
5. The Coronation of Cola di Rienzi, 1347.

Each one of the problems illustrates a great movement of the middle ages. Thus, the coronation of Charles the Great is merely one phase in the fusion of the German and Roman civilizations; Canossa marks but

one stage in the struggle for supremacy between church and state; the dispersion of the University of Paris is but one expression of democracy against long existing restraint; and the coronation of Cola di Rienzi during the tumultuous period of the Babylonian captivity may be looked upon as a revolt for freedom in government, as the "Renaissance" is a revolt for freedom in art and literature, and the "Reformation" for freedom in religion.

The compilers have inserted an appendix for the help of the teachers and students which presents a model report based on the narrative accounts in Problem III and in answer to the question "What changes were made in the plan of attack during the siege?"

The book is a godsend to teachers of history who desire to give their students training as well as information, and one's only regret is that it is not more extensive.

M. R. G.

DEPARTMENT OF EXTENSION

The following reports from the different divisions of the Extension Department will serve to show something of its growth and progress during the past year.

Division of Correspondence

The Division of Correspondence has recently issued a new bulletin (No. 254, Extension Series, No. 25), containing the announcement of correspondence courses. The growth of the division is shown by the fact that this new bulletin is about twice the size of the previous bulletin, and this in face of the fact that the material on the lecture division, the public discussion and information division, etc., has been omitted.

To show the average increase in the registration of the correspondence division, we may take three typical months of the year, one showing the lowest registration, one showing an average registration, and one the largest resistration during the year. In September, 1910, there were twenty registrations; in September, 1911, there were forty-seven registrations; in September, 1912, sixty-four. In January, 1910, there were thirty-three registrations; January, 1911, sixty-three; January, 1912, eighty. In June, 1910, there were forty registrations; June, 1911, eighty-four; June, 1912, one hundred and twenty-nine. The total registrations for 1910 were 331; for 1911, 633; for 1912, 767.

In estimating the number of individual students taking work in the correspondence division, it is to be understood that a correspondence course is equivalent to one-third of a full course. The number of individual students registering in the division from its founding October 1, 1909, to July 1, 1910, was 185; the number of individual students registering between July 1, 1910, and August 28, 1912, was 852. A number of these students, however, have signed up for as many as two to four courses, and some for as many as eight. The preceding bulletin showed 162 courses, but many of these have been found unsuitable for correspondence

instruction, and have been omitted from the new bulletin. In spite of this fact, the new bulletin shows a total of 197 correspondence courses.

Of particular interest are new courses in business training, domestic economy, commercial Spanish, agriculture, agricultural economics, courses for architects and builders, courses for electrical, mechanical, and civil engineers, and courses in legal business and the rights of married women in Texas. Most of these courses are offered to meet the needs of those who desire to inform themselves in any of these particular lines, but who do not care to enter upon regular credit work at the University.

A few courses are now offered which may be counted as admission units to the University. By means of these, teachers who have the lower state certificates may build upon their admission credits and thus complete their admission requirements before entering upon their regular college work. Special courses are also offered to teachers who desire to prepare for the state examinations, and in some cases these courses may also be used in preparation for admission to the University.

Another important line of extension work is just now being entered upon by the correspondence division. This will be known as the group-study courses. Various clubs of teachers in high schools, business men's clubs, mothers' clubs, literary and debating clubs, etc., will be given special outlines and programs for definite study; and at stated times during the progress of the work, the instructor will visit the group and lecture on his topic, answering all questions and explaining all difficulties as they may arise. A group-study course in child study has already been successfully given, and a group-study course in economics has been entered upon by ten of the teachers of the Corpus Christi High School. Other group-study courses in history, literature, education, business training, and domestic economy and art are contemplated.

The work of this division is being rapidly brought to the attention of the teachers of the state and others interested in correspondence study. Bulletins are being mailed freely to architects, engineers, electricians, and business men. At the recent meeting of the State Teachers' Association, in Fort Worth, many bulletins and pamphlets of this division were distributed, and during the last year more than one hundred teachers' institutes were reached by special representatives of this and of the other divisions of the Department of Extension.

L. W. P., Jr.

Division of Information and Exhibits

The educational exhibit prepared by this division of the Extension Department has been greatly enlarged and improved during the past year, and the demands for it have been so numerous that it has been impossible to meet all of them. Because of lack of space in the different exhibition buildings a large tent, capable of holding the entire exhibit, has been provided. The object of the exhibit is to call the attention of the people, in an impressive and concrete manner, to great educational, civic, and social problems and needs, and to suggest the best

methods of meeting these needs. The fairs and other large gatherings held throughout the state offer splendid opportunities for presenting such material to the people. The exhibit consists mainly of pictures, charts, statistics, tables, legends, pamphlets, and models dealing with the following topics:

1. Training and care of the feeble-minded.
2. Hygiene and sanitation of school buildings.
3. Improvement of school grounds.
4. Rural sanitation.
5. Plays and playgrounds.
6. Use of school as a social center.
7. The prevention of blindness.
8. The housing problem.
9. Cookery, household convenience, and home decoration.

In addition to this daily lectures are given by Miss Jessie Rich, extension lecturer on domestic economy, on the various topics that come under her supervision. Good and bad methods of house decoration, labor-saving devices for the kitchen and washroom, the method of teaching cookery in rural schools, food values, the composition of food materials, and the proper feeding of children are some of the subjects discussed. The lectures are illustrated by charts and lantern slides. The subjects are treated, not merely from the scientific, but also from the practical standpoint and in such manner that the average home-maker may be profited.

Daily lectures are also given by Mr. Charles B. Austin, head of the Division of Public Welfare. Mr. Austin's lectures deal with improved housing and living conditions, taking up such subjects as home beautification, congested conditions of living in the cities, and the way in which the demand for proper housing has been met in the garden cities of England, Germany, and America. Mr. Austin has also given evening lectures, accompanied by moving pictures and lantern pictures, dealing with such social topics as child labor, the schoolhouses as social centers, disease germs, relation of insects to disease, etc.

This year the exhibit has been taken to the Brownwood Fair and Brown County Teachers' Institute, to the Dallas fair, the Waco Cotton Palace Exposition, the Northeast Texas Fair at Pittsburg, and the East Texas Fair at Beaumont.

Two new bulletins have been prepared by this division and are now ready for distribution. One of these bulletins deals with the "Improvement of School Grounds," and the other with "Food for Children." A number of typewritten lectures, illustrated with sets of lantern slides, have been prepared and are being loaned to responsible people who are interested in social improvement. These lecturers deal with school buildings and school hygiene, improvement of school grounds, masterpieces of painting, the school as a social center, and the relation of insects to disease. Many other bulletins and lectures are now in course of preparation.

Miss Amanda Stoltzfus, extension lecturer to rural schools, has helped to organize and direct a great many mothers' and teachers' clubs throughout the state, and to arouse the people in rural districts to the need of better schools and school conditions. Miss Stoltzfus's successful practical experience as principal of the Tuleta Agricultural High School makes her especially successful in helping with the organization and direction of similar rural high schools. There are many requests for her aid, and a great many rural communities are already profiting by her helpful suggestions.

A. C. E.

Division of Public Discussion

The Division of Public Discussion and Debate of the Department of Extension has two main lines of work: (1) The general charge of the state organization known as the Debating and Declamation League of Texas Schools, and (2) furnishing references and material on various public questions in response to numerous requests that are received from pupils in the schools and from citizens of the state.

The Debating and Declamation League has enjoyed a steady growth since its organization at the state teachers' meeting in Abilene three years since. This year a junior declamation contest has been added, intended primarily for the country schools, in addition to the senior contest in declamation and the contest in debating. This year, also, the declamations are prescribed, and are furnished to the schools in a bulletin of 150 pages, containing addresses in the field of education. This plan was worked out in conjunction with the officers of the Hogg Organization for the purpose of aiding in the statewide education movement instituted by this Organization. The question for the state debates this year is that of woman suffrage for Texas. Last summer a bulletin was prepared, containing a bibliography, together with selected arguments, affirmative and negative. This is a bulletin of some ninety pages, and is intended to furnish sufficient material for preparation for the debates. A new feature this year, also, is the incorporation in the constitution of the league of a model constitution for literary and debating societies and for county debating and declamation leagues.

The organization of county leagues has been the main work of this division outside of the office correspondence and the preparation of bulletins. Field workers have been sent out to various county institutes, beginning the first of September; and wherever conditions were at all favorable, permanent county debating and declamation leagues were organized. In this work, in addition to the members of the extension force and other members of the faculty, the various district directors and other school men have rendered very material assistance. The result of the campaign at this writing is that upwards of seventy counties have been organized at the teachers' institutes for the purpose of taking charge of the county contests in debate and declamation. The plan is, at least in the more populous counties, to make the county contests interesting and profit-

able in and by themselves, regardless of the subsequent district and final contests.

In this connection, a feature that has been introduced to a limited extent is the addition of athletic events in the county contests, to be held at the same time as the contests in debate and declamation. This, and other features, will be more fully developed next year.

Interest in the state organization has steadily grown among the schools. More than twice as many membership fees have already been received as was the case last year. With a full district representation at the final contests at the University next May, we shall have a total of sixty-four pupils from the schools to enter the semi-finals here, representing forty-eight schools, and a total of twenty pupils will participate in the final contests.

In the other general line of work of this division mentioned above, a very marked increase in interest and service is noticeable. A large correspondence is carried on with citizens of the state who are seeking aid on various questions. These questions vary from such practical ones as compulsory education and foreign immigration to a request for material on such questions as, "Can the Darwinian theory of evolution be reconciled with the principles of Christianity?" and "Can a party living in Texas get married in Louisiana?" Reference and materials in response to requests of this nature can not, of course, always be furnished, but all inquiries are answered by a personal letter, and such help and suggestions offered as are practicable. The traveling libraries have been overhauled, classified, and considerable accessions have been purchased. The bulletins of the Debating and Declamation League, especially the one in debate, will, in course of time, furnish considerable material in the way of small package libraries on the practical questions involved. In fact, most of the requests come from those who wish material on a given question in the condensed form which characterizes the bulletins of the Debating and Declamation League.

All in all, the Public Discussion Division is rendering very material service, we believe, to the schools and to the people of the state; and while this division has not yet reached such proportions as is the case at the University of Wisconsin, for example, yet the demands upon it and the material and organization for meeting such demands are growing and developing rapidly.

E. D. S.

Lecture Division

The Lecture Division of the Department of Extension is one department of the general bureau organized for the purpose of carrying out into the state the instruction available at the University. A bulletin containing forty pages has been issued, setting forth the available lectures, the subjects of their lectures, and a brief summary of each lecture. In addition to regular members of the faculty, the following gentlemen not connected with the University are available for

lectures through this division: Mr. Henry Exall, Dallas; Dr. S. P. Brooks, Waco; Mr. Theodore Harris, San Antonio; Mr. C. C. McDonald, Austin, and Hon. Cullen F. Thomas, Dallas. One hundred and sixty-nine different lectures are announced in the catalogue.

The work of this department is barely under way, but already a number of engagements have been made. It is hoped that through this division a large number of addresses before high school graduating classes will be available for University instructors.

J. A. L.

Division of Public Welfare

In the Division of Public Welfare two important problems have been given special attention and investigation—the housing conditions in our large cities, and the marketing of perishable farm products. A careful study has been made not only of the housing conditions in New York, Chicago and other large cities, but of the conditions in the larger cities of Texas. A large collection of pictures and statistics, which illustrate vividly the conditions now in existence, has been made and has been exhibited at the different state fairs. The garden city plans of Europe and America and other modern methods of bettering housing conditions have been investigated and suggestions for improving the conditions in Texas have been given.

Through lectures, illustrated by pictures, charts and statistics, the rural communities have been given the benefit of the investigations concerning the marketing of perishable products. The methods of packing, shipping, and displaying these various products have been explained and various devices and helps in this matter have been shown.

In addition to work on these two main problems, many lectures have been given on housing, city beautification, child labor, and various other social welfare topics especially connected with city life, and on rural sanitation, rural homes, and rural school gardens.

As this division has just been established, the work has only begun. It is the intention of the division to make thorough investigation of the great social and economic problems of the day in their relation to Texas, to issue bulletins from time to time, and in other ways to help in solving the many important economic and social problems of our state.

C. B. A.

COMMITTEE ON TEACHERS

Following are some statistics concerning the work of the Committee on Teachers for last session:

	Separate.	With Other Subjects.	Totals.
Science	16	23	39
English	33	52	85
Latin	19	32	51
Mathematics	12	36	48
History	19	22	41
German	4	23	27
Manual Training	2	2	4
Algebra	..	2	2

English and Latin	24
English and Science	1
English and History	17
English and German	4
English and Education	1
English, History, and Latin	1
English and Mathematics	2
English and Registrar	1
English, History, and Algebra	1
Latin and History	8
Latin and Mathematics	1
Latin and German	14
Latin and Greek	1
Latin and Spanish	2
Latin and Modern Language	1
Latin and Science	1
Latin and Physics	2
Latin and Algebra	1
Latin, Algebra, and History	1
Mathematics and Science	18
Mathematics and History	3
Mathematics and Physics	6
Mathematics and German	3
Mathematics and Elocution	1
Mathematics and Bookkeeping	1
Mathematics and Commercial Branches	1
Mathematics and Chemistry	1
Mathematics and Spanish	2
History and Spanish	2
History and German	2
History and Physics	1
History and Botany	1
History and Domestic Science	1

History and Science	2
German and French	1
German and Spanish	4
German and Chemistry	1
German and Science	1
Manual Training and Agriculture	2
Education	1
Private Tutor	5
Domestic Science	2
Biology	2
Manual Training	4
Pedagogy	1
Physical Geography and Physiology	1
Science and Athletics	1
Spanish	4
Botany	1
Physics	1
Physiography, Biology, and Chemistry	1
Physics, Physiography, and Physiology	3
Physics and Chemistry	4
Spanish and Science	2
Physiology, Physiography, and Chemistry	2
Agriculture	1
Botany, Zoology, Physics, and Chemistry	1

	1908-9.	1909-10.	1910-11.	1911-12.	1912-13.
College and Normal Positions	8	9	4	8	13
School Superintendents	10	12	6	8	9
High School Principals	14	10	10	13	11
Ward and Village Principals	26	14	4	15	7
Teachers in High Schools	91	78	49	89	79
Teachers in Grades	61	58	21	44	42
Teachers in Private Institutes	16	6	7	10	9
Rural Schools	..	..	..	10	4
Other Positions	..	..	32	5	1
Unknown Positions	..	..	4	12	41
Re-elected	..	..	..	21	15
Total	226	187	137	245	231

STUDENTS OBTAINING TEACHERS' POSITIONS

I. *College and Normal School Positions.*—Ferguson, T. E., San Marcos Normal, English; Glass, James S., Midland College; McCollum, D. F., Daniel Baker College, History; Runge, Carl, Lutheran College, Physics and Chemistry; Stulken, J. E., Daniel Baker College, Science; Vickrey, Winnifred, John Tarleton College, English.

II. *School Superintendents.*—Alexander, E. G., Bowie; Christian, A. K., Bartlett; Coffey, W. R., Hemphill; Cox, J. F., Hemphill, Midway; Hicks, R. S., Henrietta; Ingram, L. C., Smiley; Masterson, J. R., Taft; Russell, A. H., Texas City; Womack, D. H., Granger.

III. *High School Principalships.*—Bane, C. L., Jacksonville; Gilliland, L. F., Graham; Harp, R. F., Hico; King, L. E., Sweetwater; Lowe, J. O., Alto; Morse, E. A., Groveton; Pinchan, S. N., Timpson; Satterfield, B. E., Terrell; Stilwell, H. W., Amarillo; Stubblefield, M. L., Rule; Walker, T. P., Blooming Grove.

IV. *Ward and Village Principalships.*—Alexander, W. B., Saturn; Doggett, W. T., Marshall; Norton, F. E., Comanche; Roberts, Martha, Teneha; Spradling, W. L., Stephenville; Youngblood, J. J.; Zuehl, W. E., Brackettville.

V. *Rural Schools.*—Hancock, Cora, San Antonio; Johnson, M. Annie, Oak Grove; Owen, H. G., Hopkins County; Mallett, Elizabeth, Odem.

VI. *Other Positions.*—Bliem, Marion L., Y. W. C. A.

VII. *Teachers' Positions in High Schools.*—Andrews, L. G., Navasota; Baker, H. C., Alpine; Bates, Roscoe, Bryan; Barrett, Vida, Anson; Barrett, Daisie, Lewisville; Breuer, Libbie, Richmond; Budd, Della, Cameron; Buttery, Bessie, Mart; Clamp, Nannie, Teague; Clark, Coral, Abilene; Cook, J. P., Temple; Cook, Ethel, Alice; Corley, Kathleen, Brownwood; Cross, Mattie R., Longview; Doggett, Rachel T., Farmersville; Dozier, Miriam, Temple; English, Tippora, Livingston; Faust, Cosette M., Mexia; Flynn, F. L., San Benito; Gatlin, E. D., Eagle Pass; Gerland, Natalie, Gonzales; Givens, Dora, Sweetwater; Grissom, J. J. G., Malakoff; Harrison, Alice, Austin; Hart, Maude, Kerrville; Hewatt, W. A., Groveton; Higginbotham, Francis, Plano; Higginbotham, Helen, Hamlin; Jones, Paul A., Lufkin; Kendall, Beulah, Ballinger; Koch, Lena, Smithville; Lane, Alice, Edna; Lasater, W. B., Milford; Leaverton, H. W., Wichita Falls; Lieb, Irma, Giddings; Lipscomb, Essie, Post City; Lofland, H. B., Cameron; McGirk, B. E., Honey Grove; Martin, Grace E., Frost; May, Anna Belle, Seguin; Megee, Anna, San Benito; Merrell, O. J., Marlin; Mizzell, Viola, Wichita, Kan.; Montgomery, T. S., Waco; Moodie, R. H., Gonzales; Moore, W. D., New Braunfels; Nauman, Nettie, Reagan; Patterson, Roy E., Bartlett; Pearce, Ada, Claude; Pullen, Mrs. L. C., Smithville; Pritchett, W. L., Fort Worth; Pritchett, Julia E., Temple; Ragsdale, Desdemona, Childress; Riter, Mary, Forney; Robinson, Georgia, San Marcos; Runge, Johanna, Mexia; Rushing, O. J., San Augustine; Russell, Rebecca, Texas

City; Schostag, E. L., Austin; Schostag, Pauline, Bishop; Schott, Christine, Hereford; Schuhmann, R., Plainview; Sheppard, Enola, Sweetwater; Smith, Louise, Henderson; Stamps, Kitty M., Eagle Lake; Stevenson, Lillian, Brownwood; Switzer, Rebecca, Ada, Okla.; Thatcher, Willie, San Angelo; Von Homeyer, Eva, Gainesville; Walker, Lillian, Wagoner, Okla.; West, Pearl, Victoria; West, Ruby, Alice; Whitehouse, Ola May, Mexia; Whitside, May, Henderson; Wilkerson, J. C., Amarillo; Williams, Margaret, Hereford; Woodruff, Jane, Orange; Ball, Katherine C., Wichita Falls.

VIII. *Teachers' Positions in Grades.*—Baker, Mamie, Rockdale; Blakesles, Rose, Pannia Maria; Brown, Helen H., Edna; Carman, Robbie, Austin; Cartledge, Maude, Victoria; Croushorn, Lulu F., Bomarton; Davis, Lucile, Crockett; Dawson, Ruth, Edna; Douglass, Florence, Bonham; Duggan, Helen, Orange; Gilson, Emily, Lufkin; Grabow, Lela, Deanville; Gray, Mamie E., Kingsland; Halden, Leon G., Edna; Harris, Ella B., Martindale; Hatchett, Nell, De Leon; Herring, Anne, Miles; Hines, Elizabeth, Llano; Jacobs, Alma, San Angelo; Kline, Estelle, Laredo; Landau, Ida, Palestine; Locklin, Ruby, San Diego; McKay, Marjorie, Wilson Spring; Morrison, Maude, San Gabriel; Newman, Bertha, Shamrock; Paine, Laura J., Tyler; Phillips, Harvey, Sanderson; Roe, Louisa S., Merkel; Saunders, Mildred, Granger; Saunders, Carrie K., San Antonio; Schapiro, Sarah, Elm Grove; Schloeman, Lillie, Gatesville; Schmid, Mamie, Chriesman; Sidebottom, Grace, Johnson Station; Slack, Esther, Hedwig; Swank, Carrie, Southton; Thomas, Emilie, Gonzales; Vinson, Charlotte, Sublime; Watson, Adele, Fairfield; Weller, Sallie B., Austin; Whitehouse, Lizzie, Parker; Woolford, Willie, Galveston.

IX. *Teachers' Positions in Private Institutions.*—Barnes, J. K., San Antonio, West Texas Military Academy; Cooper, Berta, Cisco, Training School; McCormack, Edna, Dallas, St. Mary's College; McKay, S. S., San Antonio, Peacock Military Academy; Mobley, Mary, Austin, Whitis School; Stamps, T. D., San Antonio, Garden Academy; Weeks, B. P., Austin, Blind Institute; Wilkes, L. L., San Antonio, West Texas Military Academy; Wolff, Ernst, San Antonio, Marshall Training School.

Nature of Positions Unknown.—Anthony, Lillian, Teague; Cone, Iris, Burnet; Crutsinger, Blanche; Dabney, Lucy J.; Davie, Flora; Davenport, Pauline, Marietta, Okla.; De Mauri, Gertrude, Oklahoma; Downing, Helen, Benton, Mich.; Dotson, Samuel J.; Ferguson, A. C.; Field, Bernardine, Hearne; Freeman, Lelie; Gannaway, Kate, Austin; Gardener, Carl A.; Griffing, W. W., Abbott; Harrison, Helen, Marlin; Humphrey, Agnes, Angleton; Kendrick, Blanche, Mart; Lake, Emma; Levy, Margaret P., Texarkana, Ark.; Liddell, M. V., Oklahoma; Little, L. Gladys, Mexico; Livingston, Ora, Eagle Pass; Long, Alta Lee, Beaumont; Martin, Jerry; Martin, Allie D., Bay City; Morris, F. M., Owen, W. D.; Perry, Rufus; Phillips, H. M., Malakoff; Phillips, F. P., Emma; Phipps, Pella; Puckett, C. A., Huntsville; Ratcliff, Ulalee, Clarksville; Rawlins, Lavinia, Dallas; Spragins, Lyde, Fort Worth; Tate, Carrie B.; Todd, Grover, Giddings;

Vance, E. L., Wichita Falls; Womack, Daisie, Wichita Falls; Baker, Beulah, Abilene.

F. E.

ALUMNI NOTES.

Miss Goldie Horton has been elected to a fellowship in mathematics at Bryn Mawr.

J. L. Highson, '10, after doing work in the University of Chicago, is now instructor in history and economics in the Memphis High School.

H. B. Duncan (Curby), of Burnet, was a recent visitor at the University. Duncan is the only man who has ever been captain of football for two consecutive years in the University.

A. M. McAfee, '05, after getting his doctor's degree at Columbia, secured the position of chemist with the Texas Oil Company in New Jersey. He has been transferred to Port Arthur recently.

Robert L. Sweeney is general secretary for the Y. M. C. A. at Clemson College, South Carolina. "The cadets believe in him, and what he says goes," says a recent article in the *News and Courier.*

Misses Antoinette Fischer and Elenora Blakeslee, who attended the University last year, have gone to Panna Maria, where they will teach this winter. They have the honor of teaching in the oldest school in Texas.

A. T. McKean, LL. B., '12, who has registered in the law school of Harvard University, has been spending his time making Wilson speeches in Boston and Cambridge in co-operation with the Boston Democratic campaign committee.

More than two hundred former students registered at the University tent at the Dallas fair. It was reported that many students visited the tents who failed to register.

The election of Claude Weaver, as first congressman-at-large of Oklahoma, makes eight men that the University will have in the National Congress.

Class of 1912, Engineers

Blucher, J. F., von—E. E.—Corpus Christi, Texas.

Crow, G. D.—E. E.—Crockett, Texas.

Daniel, A. F.—E. E.—With Stone & Webster, Dallas, Texas.

Eliot, W. M.—E. E.—Instructor, University of Texas, Austin, Texas.

Evans, A. A.—E. E.—General Electric, Pittsburg, Mass.

Fisher, A. L.—C. E.—With the Frisco, Springfield, Mo.

Gaines, S. N.—E. E.—Westinghouse Company, Pittsburg, Pa.

Green, V. M.—E. E.—General Electric, Schenectady, N. Y.

Hamilton, LeRoy—E. E.—Cuero, Texas.

Hardeman, W. N.—C. E.—Civil Engineer, Dallas, Texas.

Hill, J. E.—E. E.—Fellow, University of Texas, Austin, Texas.

Howard, K. G.—C. E.—Beristain, Mexico.

Kone, S. L.—C. E.—Tampico, Mexico.

Kuhn, F. B.—E. E.—San Antonio Gas Co., San Antonio, Texas.

Leonard, Offie—C. E.—Beristain, Mexico.

Leverence, Herman—E. E.—Denver Electric Co., Denver, Colo.

Lipscomb, P. T.—C. E.—Beristain, Mexico.

Loony, W. C., Jr.—E. E.—Westinghouse Company, Pittsburg, Pa.

Mohrhardt, L. E.—E. E.—General Electric, Pittsburg, Mass.

Montgomery, Julian—C. E.—Austin Sewerage System, Austin, Texas.

Moseley, J. H.—E. E.—Scholarship, University of California, Berkeley, Cal.

Smith, T. R.—C. E.—Uruquay, South America.

Stemmons, B. L.—E. E.—General Electric, Schenectady, N. Y.

Strickland, S. I.—E. E.—General Electric, Schenectady, N. Y.

Thomas, H. R.—C. E.—Scholarship, University of Illinois, Urbana, Ill.

Upchurch, J. B.—C. E.—Graduate student, University of Texas.

Weaver, Cal C.—E. E.—Instructor in Electrical Engineering, University of Texas.

Politics

Of last year's class, Eph Davis and Mark McGee have been elected county attorneys of Lampasas and Brown counties, respectively.

H. L. Darwin, a Junion Law last year, is a State Senator.

H. L. Sullivan, of Italy, and E. H. Grindstaff, of Weatherford, are Representatives. E. L. Harris, '11, is in the House from El Paso.

Weddings

D. C. Bland, of Orange, '12, and Miss Kathleen Lomax, of Austin, were married on September 10.

The wedding of Lucian W. Parrish, '09, and Miss Gladys Edwards took place during September.

The marriage of John Abney, LL. B., '12, and Miss Tuggie Robinson was solemnized October 16 at Hempstead.

The nuptials of Arthur Delma Dyess, LL. B., '10, of Temple, and Miss Nellie May Rucker were solemnized at Houston on October 17.

The wedding of Clarence L. Boyer, an alumnus of the Engineering Department, to Miss Zamie Lee Tucker of this city occurred November 30 in Austin.

Miss Alva May Carruth and Albert Silvanus Blankenship were married Sunday, November 3, at the home of the bride's mother in Dallas. Mr. Blankenship was formerly University lecturer to rural schools, and is now in the real estate business at Gatesville.

Dean Taylor is responsible for these items concerning ventures of his "boys":

During the past summer Miss Ruth LaRue, herself an engineer, matric-

ulated a husband in the person of one Mr. Kibbe, a civil engineer, who hibernates in the mesquite near Corpus Christi.

Mr. Roy L. Adamson, C. E., 1910, was married to Miss Alice Ramsdell, a former student in the University, on September 26, in Dallas. Mr. Adamson has a position with the Union Pacific Railway and is stationed at Omaha, Neb., where they have gone to live.

S. W. Aldridge, a senior Electrical Engineer, sprung a surprise on his many friends at the beginning of the present session, by convincing Miss Lula Green of Ohio that he was a splendid fellow and worthy of being a perpetual companion for the rough and rugged journey over life's matrimonial corduroy road.

Homer M. Matthews, a third year C. E., became so saturated with happiness over the result of the game in Houston on the 13th, that he rushed straight from the ball park to the county clerk's office and married Miss Lula Brownrigg, a freshman in the University. Matthews says that it is rather difficult to become an enthusiastic benedict when there are so many "T" squares lying handily about the Engineering building.

MATTERS OF PUBLIC INTEREST FROM THE MINUTES OF THE GENERAL FACULTY

Meeting of September 24, 1912

The president announced the standing committees.

Under suspension of the rules, it was voted to insert on page 48 of the Catalogue the following provision:

If a college or engineering student does not satisfy his admission conditions within two years after admission, he must present one additional unit for each additional year or part of a year until all his conditions are satisfied.

It was voted to recommend to the Board of Regents that the existing diploma fee of $2.50 be raised to $5.00, if not paid at the time of matriculation.

Meeting of January 14, 1913

Hugh Potter, President of the Students' Council, addressed the faculty with reference to the administration of the Honor System, asking the cooperation of the instructing staff.

It was voted to substitute the following matter for the section in the catalogue on pages 80-81 entitled "Intercollegiate Athletics":

ATHLETICS

All athletic games, exhibitions, and contests, intercollegiate or otherwise, not prescribed as regular physical training, and all exhibitions or performances of any kind given, in whole or in part, for the benefit of athletics, are under the direction of the Athletic Council, subject only to the regents, president, and faculty.

The Athletic Council is composed of nine members, as follows: The athletic committee of the faculty consisting of four members; two resident alumni or ex-students, selected by the faculty; and three students who are not members of any athletic team and who are selected by the students' assembly. The chairman of the athletic committee is chairman of the council.

Rules of Eligibility.

The following rules govern the participation of all students of the University in intercollegiate athletic contests:

Rule I.

AMATEUR STANDING.

Section 1. No person shall be allowed to represent the University in intercollegiate athletics who has ever competed for money, or under a false or assumed name, or who has ever taught or assisted in teaching athletics for money, or pursued any athletic exercises for money or any valuable consideration. This rule shall not, however, apply to students who played summer baseball for money with an independent team or league below class "C" previous to October 1, 1911.

Sec. 2. No person shall be allowed to represent the University who is competing for money or under a false or assumed name, or who is teaching althetics for money, or who is pursuing any athletic exercises for money or for any valuable consideration.

Playing under an assumed name shall include all cases of willful misrepresentation of any name by any contestant, either on the official list or published account.

Sec. 3. No student shall represent the University in intercollegiate athletics who has, since October 1, 1912, played baseball on any regularly organized league team, with or without any compensation for such playing; or who, since said date, has played summer baseball on any team outside of his home town or county, after entering an institution which is a member of the Texas Intercollegiate Athletic Association.

Rule II.

SCHOLARSHIP QUALIFICATIONS.

Section 1. No student of the University shall be permitted to participate in intercollegiate athletics who is not a student in good and regular standing, who is not taking at least twelve hours a week of regular University work, and who is not making a passing grade on as much as ten hours a week of the regular University work taken.

Sec. 2. No student of the University shall be eligible to compete in intercollegiate athletics who during his last term in attendance failed to pass in at least ten hours a week of regular University work. By passing the work of the last term in attendance is meant that it shall have been passed *at the time the work was regularly offered.*

SEC. 3. Withdrawal from the University in the course of any term for any cause except sickness shall debar from participation in intercollegiate athletics until at least twelve hours a week of regular University work shall have been taken in a subsequent term and at least ten hours of this regular University work passed at the end of this subsequent term. In case of withdrawal on account of sickness during any term, the work of the preceding term shall be the basis for participation.

SEC. 4. First year men coming from institutions not of collegiate rank are not allowed to participate in intercollegiate athletics during the first four weeks of the fall term. During the remainder of the fall term they are not allowed to participate unless they have made an average grade of at least C in ten hours of regular University work, or a grade of at least D in fifteen hours of such work.

SEC. 5. In order that the scholarship qualifications rule may be enforced, reports shall be made at the end of the first month of the session, and thereafter at intervals of two weeks during the terms devoted to the several sports.

RULE III.

TIME OF ENTRANCE.

No person shall be eligible for football who did not register within ten days of the opening of the annual session; and no student shall be eligible for any other intercollegiate contest who did not register within thirty days of the opening of the annual session. By "registering" it is understood that the student was present on the date of his registration and from that date became a resident student, taking regular classroom work.

RULE IV.

STUDENT COMPENSATION.

SECTION 1. No student, graduate or undergraduate, shall be allowed to compete as a representative of the University if he receives compensation for regular instruction. This rule shall, however, not apply to undergraduate student assistants, other than athletic assistants, who have been appointed by the Board of Regents and who are doing regular undergraduate work.

SEC. 2. No student shall receive any money, board, room rent, clothing, or pay in any form for participating in intercollegiate athletics.

RULE V.

TRANSFER RULE.

A student transferring from an institution of collegiate rank to the University shall not be eligible to compete in intercollegiate athletics until he has been for one year a student at the University.

Rule VI.

FOUR-YEAR RULE.

No student shall be allowed to represent the University in intercollegiate athletics of any character for more than four years; and if he has previously represented another college, the time of representation for both institutions shall not exceed four years. Participating in intercollegiate athletics for a year means taking part in any intercollegiate contest for any length of time, however small, after the student has become a freshman in college.

Rule VII.

TWO-THIRDS OF A YEAR RULE.

No football player who has participated in any intercollegiate football contest as a representative of the University and fails to attend for two-thirds of the college year in which he has played shall be allowed to participate further until he shall have returned to the University and completed two-thirds of a year's work counted cumulatively with the work he has already done.

Rule VIII.

PARENT'S CONSENT.

Unless he is of age, he must have the written consent of parent or guardian, sent directly by mail to the dean of the College of Arts.

Rule IX.

PHYSICIAN'S CERTIFICATE.

He must deposit with the dean of the College of Arts a certificate from the University physician stating that he is physically fit to take part in athletic contests.

Rule X.

ELIGIBILITY CARD.

Section 1. He shall not be eligible for any intercollegiate contest until his "eligibility card," properly approved, has been filed with the president of the Texas Intercollegiate Athletic Association for ten days.

Sec. 2. Any false or intentionally misleading statement made on the eligibility card or any failure to give in full the information required shall be held to be a breach of the honor system and will be treated accordingly.

Rule XI.

ABSENCES.

Members of the football team shall not be allowed to be absent on trips more than six working days; of the baseball team, more than eight; of the track team, more than six; of the basket ball team, more than six. If a student is a member of more than one organization his absences on

such trips shall not be more than twelve working days in a session. The absence rules as stated on pp. 68-69 also govern.

Rule XII.

OPPONENT RULE.

A University team will not be allowed to play in any intercollegiate contest unless the opposing team is a member of some recognized intercollegiate athletic association, or is subject to regulations substantially equal to those enforced at the University. Only by special vote of the athletic council and under proper restrictions will any University athletic team be allowed to play non-collegiate teams.

Rule XIII.

LISTS OF CANDIDATES.

Immediately after the training for any team has begun, the chairman of the athletic council will report to the dean of the College of Arts the names of the probable candidates for positions on the team in question, in order that the foregoing rules may be promptly enforced.

Rule XIV.

NON-INTERCOLLEGIATE CONTESTS.

All the above rules apply to the members of regular teams, representing the University of Texas, engaging in athletic contests with non-collegiate institutions, organizations, or associations.

The University is a member of the National Collegiate Athletic Association of the United States, and of the Texas Intercollegiate Association, and is bound by all the restrictions contained in the constitution of those organizations. In playing teams not members of the Texas Intercollegiate Athletic Association, the University, in some cases, is bound by the rules of the intercollegiate athletic association or conference of which the opposing team is a member.

Rules I, II, Section 1, 2, and 3, III, IV, V, VI, VII, and X, Section 1, are taken substantially from the Handbook of the Texas Intercollegiate Atheltic Association. Rules II, Section 5, VIII, IX, and XI have been adopted by agreement of the General Faculty of the University and the faculties of various Texas colleges to govern the students of these colleges.

PROCEEDINGS OF THE BOARD OF REGENTS

Meeting of October 28, 1912, at Ausitn

The resignation of Dr. F. D. Heald as Professor of Botany was accepted, taking effect August 31, 1912.

The resignation of Dr. J. J. Terrill, Professor of Pathology in the Medical Department, was accepted, taking effect June 1, 1913.

The following appointments made by the President in the recess of the Board were ratified:

W. M. Eliot, Instructor in Civil Engineering.

W. M. Tanner, Oldright Fellow in Philosophy.

J. P. Slusser, Instructor in English.

D. W. Prall, Instructor in English.

W. E. Leonard, Instructor in Economics.

Carl Hartman, Instructor in Zoology.

R. E. Carter, Instructor in the Philosophy of Education.

Anna E. Richardson, Instructor in Domestic Economy.

I. M. Lewis, Adjunct Professor of Botany.

F. McAllister, Instructor in Botany, with a seat in the faculty but without a vote.

J. C. Bell, Professor of the Art of Teaching.

Bertha Renken, Tutor in German.

Because of the increased enrollment of students, two additional student assistantships were created in the School of Botany; one fellowship and one student assistantship in physics; two laboratory assistantships in chemistry; one student assistantship in French.

Because of the increased enrollment in the School of Geology a new instructorship in geology was created, and W. J. McKay appointed to fill it.

The position of Mechanician in Electrical Engineering was created, and C. S. Burt appointed to fill it.

The position of University Mechanic was created, and W. A. Wisian appointed to fill it.

The existing tutorship in philosophy was changed to an instructorship, and W. S. Hunter appointed to fill it.

A small appropriation was made for clerical assistance in public speaking.

A leave of absence for the current year was granted Miss Eunice Aden, Director of Physical Training for Women, because of the illness of her mother. Miss Annie Lee Cosby was appointed acting director, and Miss Bessie Louise Park, assistant.

Permission was given for the use of a portion of the women's gymnasium fees to employ a pianist in the gymnasium.

Provision was made for additional janitor service, rendered necessary by the erection of the frame buildings in the campus during the summer.

The secretary of the board was instructed to send to Mrs. Primer,

widow of the late Professor Sylvester Primer, a letter assuring her of the board's sympathy.

An appropriation was made for the purchase of cabinets and guides for use in safeguarding the Stephen F. Austin papers.

Appropriation was made for the payment of stenographic work for the committee on admission from other colleges and the committee on athletics.

Appropriation was made for installing asbestolith floors in the toilets of the Main Building.

Appropriation was made for heating the new frame buildings and the newly made offices in the basement of University Hall.

An additional appropriation was made for the lighting of the campus.

An additional appropriation was made for the use of the committee on public lectures, providing for the delivery of lectures over the state by the professor of preventive medicine.

Appropriation was made to defray the expenses of the Medical Department's joining the Association of American Medical Colleges.

It was voted to accept from the executors of the late Judge A. W. Terrell a gift from Judge Terrell of three vases from Homeric Troy and to transmit to them an expression of the board's appreciation of the gift and its grief over his death. The President was authorized to have a receptacle prepared for the vases, meeting the conditions of the gift.

One instructorship in pure mathematics was changed to a tutorship and two student assistantships.

Major Littlefield was requested to have the University elevators inspected from time to time as might be thought advisable, incurring such expense as may be necessary.

The building committee was authorized to effect insurance on the new frame buildings and contents in such amounts as the committee might think necessary.

The secretary was asked to transmit to Mr. John Sealy assurance of the board's appreciation of his gift to the Medical Department of an X-Ray machine, costing $1700.

A resolution was passed forbidding the giving of banquets and the entertainment of delegates to conventions at the Woman's Building.

Meeting of November 11, 1912, at Austin

Appropriation was made for the purpose of defraying in part the railroad fares of visiting delegates from the preparatory schools engaged in athletic and forensic contests at the University.

A committee consisting of Messrs. Stark, Cook, and Littlefield was appointed with the auditor to invest the Peabody Scholarship fund of $6000.

An additional chemist was authorized in the Bureau of Economic Geology and Technology and an appropriation made for additional equipment. This action was taken to enable the University to comply with the request of the governor to have the fuel bought by the state purchasing agent analyzed.

The following policy of selecting the staff for the Summer School was adopted:

"1. The dean of the Summer Schools shall ask the ranking professor in each school represented in the summer session to recommend the courses to be given and the members of the faculty of his school to fill the positions provided under the budget of the Summer Schools, it being understood that it is highly desirable, in the interest of the Summer Schools that as many ranking and other full professors as can do so should teach therein, their other engagements and obligations being borne in mind.

"2. The recommendations of each senior professor are to have great weight in determining the appointments to be made by the executive committee.

"3. The members of the faculty of the summer normal are to be appointed by the executive committee of the Summer Schools."

A leave of absence for the spring and summer of the current session was granted to Prof. Stark Young, for the purpose of study in Europe, provided that satisfactory arrangements should be made for carrying on his work during his absence.

The following regulations concerning admission to the School of Medicine were adopted:

"1. For admission to the School of Medicine credit shall be required for five full courses in the College of Arts of this University, or their equivalent in some other institution, in addition to fourteen entrance units of which the following are prescribed: English, three units; history, two units; algebra, one and one-half units; and plane geometry, one unit. Beginning in 1914-1915, at least two units in Latin will be required among the fourteen entrance units.

"2. That beginning with the session of 1913-1914, those students who do not present physics for entrance to the School of Medicine will be required to take the course in physics with the students of the School of Pharmacy."

Owing to the increase in the number of students, another fellowship for the current session was authorized in the School of Economics.

Appropriation was made for the purpose of moving the debris now on the campus and distributing it on the Peripatos, where a concrete walk is soon to be laid.

Major Littlefield as chairman of the land committee was authorized to take whatever action might be necessary, employ counsel, have another survey made, etc., to establish the University's title to the tract of land given to the University by Colonel Brackenridge. Major Littlefield was also asked to have the back taxes on this land paid, if any were still due.

Mr. Sanger, with the land committee, was requested to have an interview with the attorney general's department with regard to the obstacle in having the University's land lease money paid to the auditor of the

University instead of the general land office, and, if necessary, to prepare for passage by the legislature such a law as would make this possible.

The Board ordered that the leasing of the water front on the lake to be formed by the new dam, owned by the University, and also the matter of the sale of the timber on the Brackenridge tract be referred to the land committee with power to act. The Board voted, however, that no lease be made for a longer period than five years.

Judge Stedman, chairman of the building committee, submitted his reports, which were approved and ordered filed. All previous contracts made by the building committee with regard to University buildings were ratified.

The building committee was authorized to substitute concrete for wood in the floor and posts of the gallery to the isolation pavilion at Galveston.

The following resolution was adopted:

"Be it resolved by the Board of Regents of the University of Texas that it is the judgment of this Board that no professor or other member of the teaching staff of this University should accept employment to appear as counsel in any trial court of this state or of the United States held within this state, and any person holding such position who has any such suit pending be requested to withdraw forthwith from such suit or suits."

The report of a special committee appointed to revise the rules and regulations governing the regents of the University was presented and adopted.

The chairman presented the biennial report of the board to the governor and legislature, and it was approved and ordered printed.

The following resolution was adopted:

"We, the regents of the University of Texas, aware that there are hundreds of worthy, ambitious, and able young men and young women in the state who are prepared to meet college entrance requirements, and are anxious to take a university education, but are prevented from doing so by the lack of means, learn with gratification and approval that efforts are now being made to endow and establish student loan funds to enable these young men and women to get the education they so earnestly want and that would help them and through them the state."

An appropriation was made for the purchase of a die for stamping University documents with the University seal.

The following agreement was ratified:

The Board of Regents of the University of Texas (acting by and through the chairman of its building committee, in pursuance of a resolution duly adopted by said board), as one party, and The Texas Anti-Tuberculosis Association, a corporation (acting by and through its secretary, in accordance with a resolution of its Board of Directors), as

the second party, and The Board of Managers of the John Sealy Hospital (acting by and through its chairman, as its duly authorized agent), as the third party, mutually enter into the following agreement, evidenced by this instrument executed in triplicate:

1. Said Texas Anti-Tuberculosis Association agrees to cause to be erected on the grounds belonging to the University of Texas, at Galveston, Texas, a building to be used as a hospital for the treatment of children suffering from bone and glandular tuberculosis; it is agreed that the building is to be constructed of brick, concrete, or some other fire-proof material, according to plans and specifications to be approved by the chairman of the building committee of said Board of Regents; it is also mutually agreed that the said building, together with its fixtures and such furnishings as said association shall place therein, shall be the property of said Texas Anti-Tuberculosis Association.

2. Said Board of Regents agrees that said building may be erected on said grounds, and has set apart a site for such purpose, so situated that said building may front on Ninth Street in said city of Galveston.

3. All expenses of operation and maintenance, including the furnishing of nurses, medical and other attendants, heat, light, power and all other expenses of operation and maintenance are to be borne and paid for by said Board of Managers of said John Sealy Hospital. So long as said hospital shall be operated under the terms of this agrreement, the said Board of Managers shall have the exclusive control thereof, and such furnishings as shall be placed in said building by said Board of Managers shall be the property of said board.

4. No patients, except *bona fide* residents of the city of Galveston, shall be admitted to said hospital except those recommended by said Texas Anti-Tuberculosis Association; all such applicants, not residents of Galveston, may be required by said Association to pass a medical examination. Those recommended for admission shall be re-examined upon arrival at the hospital, and the right to reject such applicants is vested in the physicians of the hospital staff. Free patients, not residents of Galveston, shall be paid for by said association at the rate of one dollar and eight cents ($1.08) per patient per diem. No patient shall be admitted free if those to whom such patient has a right to look for support are able to pay for his or her maintenance or any part thereof. The transportation charges to and from the homes of the free patients not residents of Galveston shall be paid by said association.

5. In the event of the discontinuance of this hospital the Texas Anti-Tuberculosis Association shall remain the owner of said building and fixtures; and in case of such discontinuance the University of Texas shall have the option to purchase said buildings, fixtures, and such furnishings as said association may own, for such consideration as may be agreed upon between said University and said association, or as may be fixed by arbitrators appointed at that time.

6. Any dispute arising between the parties to this agreement shall be settled by arbitration.

Witness our hands, this the.....day of....., A. D. 1912.

THE BOARD OF REGENTS OF THE UNIVERSITY OF TEXAS,
By N. A. Stedman, Chairman of Building Committee.

THE BOARD OF MANAGERS OF THE JOHN SEALY HOSPITAL,
By Edward Randall, Chairman.

THE TEXAS ANTI-TUBERCULOSIS ASSOCIATION,
By L. B. Bibb, Secretary.

MEETING OF JANUARY 6, 1913, AT FORT WORTH

The board met in joint session with the Directors of the Agricultural and Mechanical College and agreed upon a constitutional amendment, affecting the University and College to be presented to the governor and by him to the legislature.

Later in a separate meeting of the board the following business was transacted:

President Mezes presented to the board a resolution from the Texas Women's Press Association, asking the University to establish a school of journalism and promising their co-operation. The secretary was instructed to send to the president of the association a letter of appreciation.

Authority was given for the appointment of four new student assistants in German for the remainder of the session.

A resolution was passed, authorizing the insurance to the extent of $25,000 on the boilers in the power building and proper inspection thereof.

O. R. Manlove was appointed mechanician in electrical engineering to succeed C. S. Burt, resigned.

EXPLANATORY NOTE

This is the final number of THE RECORD. Since the establishment of *The Alcalde* by the University Alumni Association, containing most of the usual features of THE RECORD, there seems to be no longer reason for the latter's existence. For convenience this issue is called No. 5 of Volume XI, though published in 1913. As to the delay in publication the editor disclaims all responsibility. The "copy" has been in the printer's shop about nine months. It is published now because some of the material in its deserves to be permanently recorded.

ADDITIONAL NOTE

By a strange fatality this number of THE RECORD was first printed as No. 4 and disfigured with such other blemishes that the present reissue has seemed imperative.

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